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ABSTRACT

The final report describes a project addressing the lack of adequate transitional assistance for learning disabled students interested in attending a New York community college. The project attempted to: (1) plan and develop a cooperative model; and (2) implement and evaluate the model. After a search of the literature and a needs assessment the project developed a model which addressed specific intervention strategies to be used with the target population and the role of service providers. It stressed the flow of information between the Local Education Agency and the community college. The model was implemented at two community college sites (one urban/suburban and one rural) by Local Project Teams consisting of the coordinator of disabled student services at each college, two vocational Rehabilitation counselors, a resource room teacher, a guidance counselor, and a parent. All major project objectives were met. Appended are: a summary of project activities; the needs assessment, summary of results, and related charts and graphs; the cooperative mode; data collection sheets and summary of data analysis; and training reports. (DB)

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ASSISTING LEARNING DISABLED STUDENTS TRANSITION TO POST-SECONDARY PROGRAMS THROUGH COOPERATIVE PLANNING AT THE SECONDARY LEVEL

Final Report
Grant Number G008530182

Lawrence C. Gloeckler
Project Director

U.S. DEPARTMENT OF EDUCATION
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ASSISTING LEARNING DISABLED STUDENTS TRANSITION TO POST-SECONDARY PROGRAMS THROUGH COOPERATIVE PLANNING AT THE SECONDARY LEVEL

I. Project Overview

A. Purpose

A joint report issued by the President's Committee on Employment of the Handicapped and the American Council on Education indicated that 7.4% of all college freshmen have a disability. This report was a summary of responses from college freshmen to the survey entitled, "American Freshman: National Norms for 1985". In addition, it stated that fifteen percent of this total number identified their handicapping condition as a learning disability, the majority of whom were attending a community college. This study also found that these students are less academically prepared, possess a lower level of self-confidence and are more dependent on outside funding.

In New York State, there were 150,000 school-aged students with learning disabilities during the 1985-86 school year. Approximately 32,000 of these students were between the ages of 16 to 21. Many of these students are interested in and capable of attending a post-secondary educational program. According to data collected by the Central Administration Office of Institutional Research, State University of New York, in 1986, 3% of the total student body of the State University of New York indicated that they had a handicapping condition. Of these students with handicapping conditions, 21% were learning disabled and 61% of those students with learning disabilities attended a community college.

In accordance with the above information on the needs of students with learning disabilities, this project addressed the lack of adequate transitional assistance for such students interested in attending a community college. The goal of the project was to prepare and assist students with learning disabilities in their transition to the post-secondary system by strengthening the secondary program.

To attain this goal, the following objectives were identified:

1. To plan and develop a cooperative model that will help students with learning disabilities make a successful transition to post-secondary schools.

    1.1 Examine existing data sources for information pertaining to this topic.

    1.2 Establish state level policy groups to confirm baseline data and identify prospective sites using established State Education Department connections among key policy personnel.

    1.3 Establish a Project Task Force to assist project staff in identifying needs and key components of a successful cooperative model.

1.4 Conduct a needs assessment and formulate initial recommendations for the model.

1.5 Develop a cooperative planning model which ensures a successful transition from secondary programs to post-secondary educational institutions.

1.6 Make a formal contact with selected post-secondary schools and respective local educational agencies.

2. To implement and evaluate a cooperative model that assists students with learning disabilities to make a successful transition to post-secondary schools.

2.1 Implement cooperative planning model at selected sites.

2.2 Establish a system of ongoing technical assistance.

2.3 Collect and analyze data from the project site.

2.4 Conduct a final evaluation of the cooperative model implementation.

B. Actual Accomplishments

The following summarizes the activities that were accomplished under each of the objectives for the grant. Specific information is outlined on the accompanying activity table.

Objective 1

Project staff conducted a search of the current literature and research at the national and state level regarding the transition of students with learning disabilities from secondary programs to post-secondary programs. Current programs were examined to determine the types of interventions that were successful with such students. The program associate also attended the Project Directors conference in Washington, DC in 1985 and 1986 to make personal contacts with others operating transition programs and to initiate a network for information exchange. A review of the current information demonstrated a need for providing assistance to secondary students with learning disabilities as they make the transition to post-secondary schools.

A state level policy group was established to initiate the development and implementation of the model and to ensure the commitment of constituency groups. The group was composed of a representative from each of the following constituencies within the State Education Department: the Office for Education of Children with Handicapping Conditions; Office of Vocational Rehabilitation; Office of Occupational and Continuing Education; Office of Higher and Professional Education; as well as the Bureau of Guidance and the Office of District Superintendents, as necessary. The policy group met several times to identify needs of educational agencies and secondary students with learning disabilities, recommend representatives from various constituency groups to serve on a state level project task force, assist with the development of the needs assessment and the cooperative model, and review the final report.

Based upon recommendations of the state level policy group, a project task force was selected representing parents, vocational rehabilitation counselors, occupational and special education teachers, community college coordinators, Committee on Special Education chairpersons, guidance counselors and administrators. The purpose of the project task force was to develop a needs assessment instrument to determine the needs of secondary students with learning disabilities as they make a transition to post-secondary programs and to develop a model to address determined needs. Using the needs of secondary students with learning disabilities identified by the policy group as a starting point, the task force identified barriers that would prohibit a Local Educational Agency (LEA) from meeting such needs. The task force also developed possible questions for inclusion in the needs assessment. A needs assessment instrument was then developed, field tested and revised. A copy of the final version of the field test is in Appendix B.

The needs assessment was mailed to a random sample of individuals from eight constituent groups including secondary regular, special and occupational education teachers; guidance counselors; parents; community college coordinators of disabled student services; Committee on Special Education (CSE) chairpersons and vocational rehabilitation counselors. The needs assessment was sent to 700 individuals and 364 responses were received. The information collected provided a profile of the needs of secondary students with learning disabilities as they make the transition to the community college (see Appendix B). This information was very useful in the development of the model. The response to those questions which were felt to be most relevant are displayed graphically in Appendix B.

The task force was convened for a second two-day session. The results of the needs assessment were discussed and the information was then used to formulate recommendations for the cooperative model. The framework of the model addressed specific intervention strategies to be used with the target population as well as the role of service providers. It also assured the flow of information between the LEA and the community college. This model was than reviewed by the task force and state level policy group. Revisions were made in the model and a graphic design was developed. The description and design are in Appendix C.

Through recommendations of the Office of Educational Research and Evaluation, a consultant was identified to assist with the development of the data collection instruments. (This is not reflected in the financial report since his services were donated). With assistance from the consultant, data collection instruments were designed to be completed by the community college coordinator, resource room teacher, guidance counselor, parent and student.

The state level policy group recommended possible community college sites for implementation of the cooperative model. Office staff then met to establish a selection criteria and 2 sites, as recommended in the original proposal, were selected. The college presidents were contacted and indicated interest. The associate met with the coordinator of disabled student services at each site to discuss the program and confirm the participation of each college. These two individuals were then designated as site coordinators.

The District Superintendents in each region assisted in identifying potential districts for participation. Five LEAs were selected from each region. The district superintendents designated the regional coordinators of special education to assist with the project and attend the training sessions.

During this time, the District Officer Managers for the Office of Vocational Rehabilitation in each region were contacted regarding the project. Each manager designated two counselors to participate in the project and attend the training sessions.

A Local Project Team (LPT) was established at each site. The selected team was composed of the coordinator of disabled student services at each college, 2 OVR counselors and a team from each LEA. The LEA teams consisted of a resource room teacher, a guidance counselor and a parent. Some also included a CSE chairperson and/or a special class teacher.

After discussions with site coordinators, it was determined that two one-day training sessions at each site would be necessary to provide all project participants with the same information base in order to implement the activities outlined in the model. The first session provided an overview of the project, the needs assessment results, a discussion on learning disabilities and a planning time in which each district established their individual objectives and activities for the duration of the project. The project associate, OVR counselors and community college staff worked with each LEA team to establish a timeline of activities. The first workshop presentation was modified for the second presentation based upon participants' evaluations. See Appendix E for copies of the agenda and training reports.

LEA teams returned to their district to obtain approval of their plans, develop a criteria for student selection and work with the Committee on Special Education (CSE) to select students with learning disabilities to participate in the project. Parents were notified of the project and permission sought for students to participate. The finalized plans and names of the selected students were sent to the project associate for review. See Appendix E for a copy of the planning sheets.

The second training session focused on improving study skill techniques. Most of the same participants attended the second workshop. See Appendix E for training reports.

During these sessions, the data collection forms were shared with the participants and draft copies were given to them for comment. The final versions were sent to participating high schools in the beginning of January, 1987.

Objective 2

The Local Project Team (LPT) and Local Education Agency (LEA) teams were established prior to training to ensure that the appropriate staff would be involved throughout the project. The LEA teams established district objectives and activities that included the community college and OVR as well as addressing district programs and student needs. The types of intervention strategies used with students varied depending on district priorities, student needs and the amount of time available during resource room instruction for teaching these interventions. Also, the amount of involvement with the college and OVR varied between sites as well as districts.

Project staff and task force members provided ongoing technical assistance to project participants through telephone contacts, site visits and site meetings. Site coordinators shared information and will continue to assist each other even though the project has ended. The technical assistance log maintained between September 1, 1986 when the sites were confirmed until the end of the project on September 30, 1987 indicated approximately 400 telephone calls were made for the following purposes:

- 100 technical assistance calls regarding transition;
- 50 technical assistance calls concerning special education in general; and
- 250 program organization and maintenance calls.

The following is a summary of activities which occurred at each site as the project was implemented.

Erie Community College (ECC)

Erie Community College has three campuses, two of which participated in the project. One campus is located in the City of Buffalo and the second campus is in a suburban area. One high school in the City of Buffalo and four LEAs from the suburban area participated. The coordinator of disabled student services and two assistants provided services to five LEAs. Each team included a guidance counselor, resource room teacher and parent. Some teams also included additional resource room teachers and/or a CSE chairperson and special class teacher. Two OVR counselors were members of the LPT. One was responsible for the suburban area that included the four LEAs and the other was assigned specifically to the Buffalo City School District and worked with the participating students. There were also two Special Education Training and Resource Center (SETRC) training specialists who assisted by providing technical assistance to project participants upon request.

The project's major activities varied in content. The following, organized by project role, includes some of those activities that occurred at Site 1:

Coordinator of Disabled Student Services

- Project workshops - Arranged and attended the two workshops and shared information about the services available at ECC for students with learning disabilities. Informed college staff of the project and invited them to attend the sessions.

- Site visits - Participated with project associate in all site visits to districts. Met with members of the LEA teams to discuss the coordination of activities and to share information.

- Inservice activities - Conducted a survey of college staff on attitudes about and knowledge of learning disabilities that was developed by the University of Nebraska for the purpose of determining the need for faculty inservice. A representative of the New York Association for the Learning Disabled (NYALD) and the coordinator provided the first of a series of workshops for college staff. Additional workshops have been arranged for the 1987-88 school year. Provided an inservice for the faculty at two of the participating high schools. Presented information on the project at a college forum for parents and students of one LEA. Participated on a panel discussion of "College Programs That Work!" at the annual NYALD state conference.

- Campus visits - Arranged to have students from each LEA visit the campus, meet to discuss program possibilities and "shadow" a college student for 1/2 day.

- Student support - Began a student support group in January for college students with learning disabilities.

- Campus assignments - Shared ECC's participation in project with Middle States Evaluation Team. Submitted guidelines to establish standard college-wide pretesting techniques for disabled students. Worked with the State Education Department (SED) to determine whether or not an Individualized Education Program (IEP) diploma is acceptable as an adequate entrance credential for the community college and subsequently established an admissions policy regarding students with such diplomas. Chaired a committee of disabled student service coordinators for the State University of New York Central Administration to develop a functional post-secondary definition for learning disabled and to help resolve problems in service provision.

- Technical assistance - Provided technical assistance to the coordinators of several colleges regarding the provision of services to students with learning disabilities.

Office of Vocational Rehabilitation (OVR)

- Workshops - Assigned two counselors to attend the project workshops and to share information on OVR services with those present.

- College coordination - Notified the college of those students who were eligible to receive OVR funding and services and worked to arrange services for eligible students entering college in September 1987.

- LEA assistance - Discussed OVR eligibility and services with LEA teams and provided pamphlets and applications for each student.

- College forum - Participated in the college forum activities at one LEA.

Local Education Agencies (LEA)

- Staff inservice - All of the staff on the local teams attended the two one-day workshops that were provided by the State Education Department. NYALD and ECC presented a staff inservice workshop on learning disabilities at two of the participating high schools.

- College visits - The guidance counselor, resource room teacher and students participating in the project from each LEA visited the college separately to meet with the coordinator to discuss college programs, the application process, financial aid and support services. They also "shadowed" a college student for 1/2 day.

- College related activities - These activities varied in each school. One LEA held a college forum at ECC and invited the Office of Vocational Rehabilitation, ECC, New York Association for Learning Disabled and several other organizations to present college related information to parents and students participating in the project. At another LEA, the guidance counselor and resource room teacher set up sessions at the career center for the students to discuss college options, to complete the college application, and to discuss vocational rehabilitation services. The same school also compiled a college handbook and a list of colleges that provide support services to students with learning disabilities.

- Resource room activities - These activities were designed to meet individual student needs and school objectives. They included the development of a study skill unit which focused on college texts; expanding coordination efforts between the resource room teacher and guidance counselor to better meet student needs; and completion of a self-advocacy unit which enabled students to attend their annual CSE review to discuss their needs. A special class teacher and a resource room teacher shared ideas and materials for teaching study skills as part of the students' class work. Classes were provided to help the students prepare for the Scholastic Aptitude Tests. Study skill interventions were taught on notetaking skills such as the use of a tape recorder, outlining and SQ3R (Survey, Question, Read, Recite, Review) or similar techniques. Organizational skills were taught to help the students organize short- and long-range assignments. Suggestions were also offered on study habits and test taking. Some of the materials were commercially available, others were teacher made. All materials related to specific class assignments. Computer software packages were often used for reinforcing skills.

- Guidance - The guidance counselors and resource room teachers became aware of the services provided by ECC. As a result, networking began and plans were developed to expand these efforts in the future. Guidance counselors became more aware of the needs of students with learning disabilities and the college programs available to meet their needs. Once students became familiar with the guidance counselor, they sought assistance with academic and personal counseling as well.

- Additional activities - Communication with parents was increased, beginning with the notification about their child's participation in the project. Coordination with the OVR counselor was begun or expanded. Plans have been made to offer this program to a larger number of students in the future.

Special Education Training and Resource Center (SETRC)

- Assistance and Training - The Office for Education of Children with Handicapping Conditions funds the SETRC network which has regional offices located throughout the State. The regional SETRC training specialists provide resources, technical assistance and training on special education issues upon request. Such assistance was provided to college and high school staff as an integral part of the project.

Fulton-Montgomery Community College (FMCC)

Fulton-Montgomery Community College has one campus located on the border of Fulton and Montgomery Counties in a rural area. The five LEAs participating are also rural districts. The largest district has 3,800 students and the smallest district has 963 students. The coordinator of disabled student services provided services to the five LEAs in addition to the provision of services to 20 students with handicapping conditions on campus and other assigned activities. Each LEA has a team of three to five members with each team comprised of a resource room teacher, a guidance counselor and a parent. One team also had a building administrator and director of special education/CSE chairperson as members. Another team had a director of special education. One OVR counselor was a member of the LPT and provided services to the five schools. The two SETRC training specialists at the BOCES provided assistance with training, ran a support group for parents of students with learning disabilities and provided technical assistance as requested.

The following includes some of those activities that occurred at Site 2:

Coordinator of Disabled Student Services

- Project workshops - Arranged for and attended the two workshops and shared information about the services available at FMCC for

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the project and invited them to attend the sessions.

- Site visits - Participated with project associate in all site visits to districts. Met with members of the LEA teams to discuss the coordination of activities and to share information.

- Inservice activities - Conducted a survey of college staff on attitudes about and knowledge of learning disabilities that was developed by the University of Nebraska for the purpose of determining the need for faculty inservice. Provided three inservice workshops on learning disabilities for college faculty. The first session was an overview of handicapping conditions; the second session consisted of specific information on learning disabilities and the third session provided specific techniques for college staff when working with students with learning disabilities. Organized an information evening for parents, students and high school faculty. This session consisted of information about the college, admissions, financial aid, a support group for students with learning disabilities and other services which can be provided for students once they enter FMCC. Participated in the development of two sessions regarding the grant project activities at two meetings sponsored by BOCES, one for directors of special education and the other for CSE chairpersons. Helped to set up a group of panelists to discuss college programs for students with learning disabilities at the annual statewide NYALD conference in 1986.

- Campus visits - Arranged to have students from each LEA visit the campus to discuss program possibilities, financial aid and support services available at FMCC.

- Campus assignments - Shared FMCC's participation in the project with the college board of trustees and local newspapers. Developed and received a Carl Perkins Vocational Education Act grant with mutually supportive but distinct activities to those in the project. Attended several college fairs and visited high schools throughout the region to inform them about FMCC and the support services available for students with learning disabilities.

- Technical assistance - Provided technical assistance to the coordinators of several colleges and area high schools regarding the provision of services to students with learning disabilities. Worked with the OVR counselors, parents and students to arrange appropriate college programs and support services for those students in the project.

Office of Vocational Rehabilitation

- Workshops - Assigned two counselors to attend the project workshops and to share information on OVR services with those present.

- College coordination - Notified the college of those students who were eligible to receive OVR funding and services and worked to arrange services and programs for eligible students entering college in September 1987.

- LEA assistance - Discussed OVR eligibility and services with LEA teams and provided pamphlets and applications for each student. Worked individually with each student and their parents to determine eligibility and to develop a program for those who were eligible.

- College evening presentation - Participated in an information session for parents on their child's college options. Discussed OVR services.

Special Education Training and Resource Center (SETRC)

- Assistance and Training - SETRC training specialists provided assistance with the training sessions and provided technical assistance and resources to the high school and college staff.

Local Education Agencies

- Staff inservice - All of the staff on the LEA teams attended the two one-day workshops that were provided by the project. Also, the college coordinator and the project coordinator presented at two sessions, one for directors of special education and one for CSE chairpersons, sponsored by BOCES for all high schools in the Fulton-Montgomery Region. Each session provided an overview of the project and suggestions for high schools doing similar activities on their own.

- College visits - The resource room teacher or the guidance counselor brought the students participating in the project from each of the LEAs to the college. They met with the coordinator to discuss college programs, the application process, financial aid and support services. The coordinator also visited some of the high schools to speak individually to students.

- Resource room activities - These activities varied depending on student needs and school objectives. Study skill interventions were taught on notetaking skills, such as the use of a tape recorder, outlining and SQ3R or similar techniques. Organizational skills were taught to help students organize short- and long-range assignments. Suggestions were also offered on study habits and test taking techniques. Research and library skills were addressed through book reports and short research projects. Specific techniques addressed using resource materials, notetaking, outlining, drafting a report, and editing for the final report. Some of the materials used in these projects were commercially available, others were teacher-made and combined with the commercial materials to relate to specific subject areas. Many teachers used computer software packages for reinforcing skills.

- o Guidance - The guidance counselors and resource room teachers became aware of the services provided by FMCC. As a result, networking was started and plans were developed to expand these efforts in the 1987-88 school year. Guidance counselors became much more aware of the needs of students with learning disabilities and the college programs that are available to meet their needs.

- o Additional activities - Communication with parents was increased, beginning with the notification of their child's participation in the project. Coordination with the OVR counselor was begun or expanded. Plans have been made to offer this program to a larger number of students in the next school year. A proposal has also been developed to include more school districts in the project. The BOCES director of special education has been working with those participating schools and the coordinator of disabled student services to determine which additional schools may be able to participate for the 1987-88 school year.

Districts were requested to complete data collection instruments at the end of each month. These forms included a student reaction form, a resource room teacher form, a student instructional form, and a guidance counselor form. A parent information sheet and a community college information sheet were completed in January. In addition , to collect specific information about each student, a student data form was used in January. This information was collected by the project coordinator and entered on dBase, analyzed and summarized. The summary and analysis of the data was submitted to all project staff, task force members and the state policy group for review. Their comments were reviewed and a final revision was completed on the data evaluation. This information was then used to write the final evaluation of the cooperative model. A draft of the final report was submitted to the project staff, the task force and the state level policy group for their review and comments. A revised final report reflected their comments. The final report was submitted to OSERS, the state level policy group, the task force, and the site coordinators. It will also be distributed to other interested parties upon request.

C. Project Slippages/Changes

Project slippages or major changes did not occur. All project objectives were met. However, one district ended participation about 2/3 of the way into the second year of the project. Therefore, we do not have all of the data on this school. The other districts completed most of the data sheets monthly. Attempts to secure the information, through site visits, calls and letters, were not always successful. However, the data collected represented a valid proportion of the participating population for evaluating the results of the project.

As discussed in the continuation proposal, the target dates were changed because the grant approval was not confirmed until October, 1985, several months later than originally planned.

II. Characteristics of Population and Environment

A. Client Demographic Data

Twenty-two high school seniors with learning disabilities participated in the project. Fifteen of the students were male and seven female. Their average age was 18.2 and the average number of years that they had received special education services was 7.2. Fifteen of these students had auditory and/or visual learning disabilities. The remaining students had various combinations of learning disabilities, including motor and/or kinesthetic problems. Sixteen of these students attended regular class programs with resource room support. The other students attended special class programs on a full or part-time basis.

Based upon the needs assessment, the original criteria for selection stated that the student:

- must be classified as having a learning disability;
- must be a senior in high school;
- should attend regular class programs with resource room support;
- should be interested in attending college in the fall of 1987;
- should have parental permission and support to participate in the project; and
- should be capable of pursuing a post-secondary program, based upon academic performance and evaluation.

This was modified for some students based upon CSE recommendations. Six of the students attended special class programs on a full or part-time basis, but the CSE felt that these students might be able to succeed in a vocational program offered at the community college.

B. Environmental Conditions

The two sites of the project were selected for their differences in location in order to determine the adaptability of the cooperative model to various community college regions.

Site 1 was located at Erie Community College on the north and city campuses. The city campus is located in a large urban area; the north campus is in a suburban area. Four of the participating high schools are located in suburban school districts and the fifth high school is located in the city. Public transportation is available to both campuses. The north campus offers many of the vocational-technical programs. The city campus offers some vocational courses, technology robotics/automation, culinary arts and business courses. Both campuses have a program for students with learning disabilities and a part-time staff person to provide assistance. Each campus offers alternative testing techniques, counseling, tutors, notetakers, study skill labs in English and Math, developmental courses, support groups, and access to taped texts and access to word processors.

Assistance is also provided to students regarding orientation, program information, admissions, course selection, and financial aid. A program brochure is sent to all students requesting admissions information.

Site 2 was located at Fulton-Montgomery Community College which has a single campus located in a rural area on the boarder of Fulton and Montgomery Counties. The five high schools are all in rural areas in small- to medium-sized towns. A bus is available to students in the surrounding region. A variety of programs are available on campus including COCAL, which is a program composed of part-time course work and part-time on the job training. There is one full-time coordinator of disabled student services who provides assistance to all students with handicapping conditions, including those with learning disabilities. Available support services offered to students with learning disabilities are tutors, notetakers, alternative testing techniques, study skill labs, developmental courses, counseling and access to taped texts and word processors. Assistance is provided to students concerning orientation, program information, admissions, course selection and financial aid. Information about these support services is available in the admissions package for all students.

III. Evaluation Activities

A. Outcome Evaluation

Quantifiable Data

The data collected from the evaluation instruments and college coordinators' logs is summarized in this section. The data was collected using the following instruments:

Parent information sheet - Parents were requested to complete this sheet in January and June to determine changes, if any, in expectations for child, knowledge of child's problems and types of assistance needed to prepare for college.

Student data sheet - The teacher completed this form at the beginning of the program for those students selected to participate. Information was collected on types of learning disability, secondary program, diploma goal, alternative testing techniques used, and preparation for college.

Student's reaction - Students completed the reaction form monthly. This information was collected to determine how students felt about the assistance they were receiving during this project and the applicability to their class work.

Resource room teacher contacts - Resource room teachers completed a monthly tally of the types of contacts they had with other staff, students, parents and the college. This was to determine if an increase in such contacts were required as they became more involved in the project.

Guidance Counselor Contacts - Guidance counselors completed a monthly sheet similar to that for teachers. The purpose was the same as the resource room teacher contact sheet.

Student's instructional program - Resource room teachers completed a monthly form to record the number of lessons taught on a specific intervention skill, the method of instruction, the student's progress and transfer of the skill taught.

Community college data sheet - The coordinators of disabled student services at the community college sites completed this sheet in January and September and maintained a log of contacts with other participants in the project. This form provided information on the number of students with learning disabilities in the project before and after the project, the types of services available, alternative testing techniques available, financial assistance provided, inservice provided for faculty, and the type of assistance provided to high school staff, students and parents.

A more detailed analysis of the data collected from the evaluation instruments is in Appendix D.

This program was developed for students with learning disabilities who are in their senior year of high school. An overview of the program was provided to 22 students and their parents in the fall of 1986. Intervention strategies were provided to these students in their resource room program or in special class from January to June 1987. Students attended resource room for one period a day or received a similar instructional program in special class. Instructional strategies were taught in notetaking, outlining, research and library skills, test taking techniques and self-advocacy. Instruction in each of these techniques was taught 1.7 times per week. Sixty percent of the time these skills were taught as part of other classwork and 23% of the time they were taught separately. The transfer of skills to other subject areas occurred most often when both approaches were used to present the skill.

In September 1987, seven of the 22 students began attending one of the two community colleges in the project. Two of the students have enrolled in college for the January 1988 semester, 4 are attending another college, and 3 are working. Six of the students will need a fifth year to complete their high school requirements but plan to enter community college in the fall of 1988. Most of those students who were unable to make the transition to community college needed a fifth year of high school to complete state requirements for receiving a high school diploma, however, they still plan to attend college.

One student who was eligible for OVR funding and had applied to the college did not pass the entrance interview for the COCAL program in which he wanted to enroll so he went to work instead. The college coordinator and OVR counselor were unsuccessful in interesting the student in an alternative program.

All of those students attending college are receiving support services funded by the Carl Perkins Vocational Education Act and/or Office of Vocational Rehabilitation. The amount of contact with the OVR counselor varies, depending on a student's eligibility for such services.

The guidance counselors kept monthly logs of their work with students, teachers, parents, and community college staff. As a result of the project, their contact with these students increased over the first three months of the project when assisting students with college related activities. The majority of contacts were conferences with the students regarding the issue of college in general, attendance at the community college for that site, and financial aid. See Appendix D for further information on the data analysis.

The students received ongoing support from their parents and the Local Project Team members. This program provided two inservice workshops at each site for staff and parents and helped them to develop specific objectives to meet student needs. Most of all it offered the basis for networking and a coordinated effort by parents, teachers, guidance counselors, and the college representative to provide the necessary instruction and support that these students need to make a transition from high school to college. The resource room teachers consistently maintained contacts with students, parents, the guidance counselor, and other teachers throughout the project in order to meet the needs of the students during the transition process. They also had contact with the community college coordinator as a result of having made an initial contact during the project inservices for LPT teams. Most of these contacts were concerning the students instructional program, or transition to college. The majority of contacts were by telephone or conferences, although some were through letters, especially those to parents.

Project Accomplishments

As discussed in the summary of grant activities, the objectives and activities originally stated for the grant were accomplished as projected.

> Objective 1 - To plan and implement a cooperative model that will help students with learning disabilities make a successful transition to post-secondary schools.

A statewide task force developed a needs assessment to determine the needs of secondary students with learning disabilities as they make a transition to community college. The assessment instrument was sent to a random sampling of professional staff and parents. The task force developed a cooperative model based upon the information collected. Sites were then selected. (See pages 2-4 of report and Appendix C.)

> Objective 2 - To implement and evaluate a cooperative model that assists students with learning disabilities to make a successful transition to post-secondary schools.

Inservice workshops were provided at the two community college sites for local project teams. Local activity plans were developed, students were selected, parents notified, and a network was established at each site as well as between sites. Intervention strategies designed to teach study and advocacy skills were used in the resource room with students from January to June. Activities were coordinated between the community college and the high schools. Data was collected monthly. The data was reviewed and evaluated. It was then sent to the task force and site participants for review. Comments were incorporated into the final report. The report was then disseminated to the state level policy group, the task force members, site participants, and others upon request. (See page 5 in the report and Appendices D and E.)

Primary Outcome Measures

Students - Twenty-two secondary students with learning disabilities participated in the project. Fourteen of the students were at Site 1 and eight were at Site 2. All of the students, except one, received instruction in intervention strategies during resource room or special class from January to June, 1987. One student moved out of the region before the school year ended. 16 of the students received regular class with daily resource room support and 6 of the students were in a full or part-time special class program. All of these students participated in an orientation program with the community college coordinator of disabled student services and received information about OVR services. One student moved out of the region before the school year ended.

Eleven of these students are currently enrolled in college. Seven are attending one of the two community college sites, 5 at Site 1 and 2 at Site 2. Three students are attending a four year college. The student who moved is at another community college that has an excellent support program for students with learning disabilities. Two additional students are enrolled at Site 1 for January, 1988.

Six of the remaining students are completing a fifth year of high school in order to earn a local diploma. All have indicated their intention to enter community college in the fall of 1988. The other 3 students are working. One attempted to go to college, but was unable to enroll in the program he wished and he went to work instead. Nineteen of the twenty-two students are attending or plan to attend college.

Instruments - In year one, a needs assessment instrument was developed to determine the needs of secondary students with learning disabilities in the transition process to a community college program. The instrument consisted of thirty questions that were divided into four sections: instructional programs, staff, communication, and resources. There were four types of questions: "check all that apply;" "check 1 item only;" "rank the three or four most important;" and "prioritize the items 1-5." The needs assessment was then field tested with preselected representatives. The state level policy group also reviewed the instrument. The instrument was then revised based upon the field test.

A random sample was drawn to ensure the validity of the data collected. The sample included individuals from eight constituent groups: secondary regular, special and occupational education teachers; guidance counselors; parents; community college coordinators of disabled student services; Committee on Special Education (CSE) chairpersons, and vocational rehabilitation counselors. Seven hundred copies of the needs assessment were sent and 364 responses were received. The results of the needs assessment are discussed in Appendix B. The information collected provided a profile of the needs of secondary students with learning disabilities as they make the transition to the community college. This information was very useful in the development of the model. The response to those questions which were felt to be most relevant are displayed graphically in Appendix B.

The task force used the results of the needs assessment to formulate recommendations for the cooperative model. The framework of the model addressed specific intervention strategies to be used with the target population as well as the role of service providers. It also assured the flow of information between the LEA and the community college. A full cooperative model was then developed and sent to the task force and state level policy group for review. The description and graphic design of the model are in Appendix C.

The State Education Department and a consultant designed the following data collection instruments: parent information sheet, student data sheet, student's reaction, resource room teacher contacts, guidance counselor contacts, student's instructional program, and community college data sheet.

A preliminary analysis of this data was completed by project staff and the Office of Educational Research and Evaluation. See Appendix D for evaluation summary.

B. Process Evaluation

Problem Definition

All project objectives were met. However, one district ended participation about 2/3 of the way into the second year of the project after an administrative change in the district. Therefore, we do not have all of the data on this school. Other districts completed data every month, but not every data form each month. Attempts to secure the information were not always successful. However, data collected was sufficient to evaluate the results of the project.

Program Features

To ensure that successful program activities would continue beyond the end of the project, this program incorporated several features that were already in place at the colleges and high schools. These features included OVR services, SETRC, support services at the college, and resource room support. It also encouraged staff currently working with students with learning disabilities to form a team that shared information. This enabled team members to better meet student needs. To encourage cooperative effort, two inservice workshops were provided for the LPTs at each site at the beginning of year two. The first session was to provide an overview and update of the project, explain the model, define learning disabilities, and develop a district plan for implementing the project at each high school. The second session was to provide information on a variety of intervention strategies for the LPT members to use with participating students. (See the training reports in Appendix E.)

The local teams of 3 schools also arranged with the college coordinator to provide an inservice workshop for high school staff on learning disabilities and meeting the needs of such students. The college coordinators also worked with Western New York Association for the Learning Disabled or SETRC to provide a series of inservice workshops for college faculty. Each series was similar: the first session provided information on handicapping conditions in general, the second was on learning disabilities and the needs of such students, and the last offered suggestions for working with such students in the classroom.

Resource room and special class teachers then taught intervention strategies to the students as a separate lesson and/or as part of other lessons. Strategies were taught in notetaking, outlining, library and research, test taking, and self advocacy on the average of 1.7 sessions per week from January to June, 1987. Commercial and teacher-prepared materials were used, including computer software.

The coordinators of disabled student services met with students from each district to provide an orientation to the college that included assistance with the application process, information on financial aid, information about college programs and services, and a tour of the college. The guidance counselor also provided information on college programs, the application process and financial aid, as well as personal counseling. The OVR counselors met with each student to discuss program eligibility and to provide counseling and assistance for eligible students. In addition, information was provided through letters, calls, college forums and meetings for the parents about the college program, OVR, financial aid, and the support services available at the college.

The LPT approach encouraged the coordination of support efforts between the resource room or special class teacher, the guidance counselor, the student services coordinator, and, where appropriate, the OVR counselor by providing a mechanism in which individuals systematically shared information. This approach enabled the team to best meet the needs of each student in the program as they made the transition from high school to college, as well as providing the appropriate support services for those students once enrolled in college.

The team approach, intervention skills and college information helped to increase student independence. The students from one school were able for the first time to meet with the CSE at the annual review meeting to discuss their handicapping condition, their program and their future needs. In the fall of 1987, two students who had not gone to college were able to contact the guidance counselor and the coordinator of disabled student services to again discuss program options. Both students have enrolled in the college for the January 1988 semester. A family who had wanted their child to go to a four year college was able to meet with the LPT to objectively review the child's needs and options and based upon their new knowledge, decided that a community college could best meet these needs. Thirteen of the 22 students are currently attending college. Six students are completing a fifth year of high school and plan to attend college next fall. Many of those students and the high school staff had not considered college as a viable option for all of these students.

The LPT approach was such a success that half of the high schools have already contacted the college coordinators to arrange to continue and/or expand the project activities. Approximately 25 students will be involved with the colleges in those 5 schools. The guidance counselor, resource room teacher and students from one school have already visited the college and met with the coordinator of Site 2. Another resource room teacher who questioned the value of the project in 1986 has already incorporated intervention strategies into her lessons and contacted the coordinator at Site 1 to arrange a visit and meeting for her juniors and seniors. Another high school has expanded their college fair to include a session on college options for students with learning disabilities. The coordinator at Site 2 received a grant to modify and expand the project at that site and has requested assistance in providing a workshop for potential districts in a several county region.

The coordinator for the disabled at the SUNY Central Administrative Office attended presentations about the project at the NYALD conference and, as a result, has sought assistance from the project participants to meet the needs of students with learning disabilities. A committee was established to develop a functional post-secondary definition for learning disabilities. To address these issues, a meeting was held for all SUNY college coordinators of disabled student services to share information and concerns and a series of workshops was provided for faculty and coordinators at State University campuses. Further efforts are in the planning stages.

The Office for Education of Children with Handicapping Conditions and the Office of Higher and Professional Education are working cooperatively to assist secondary students with learning disabilities to make a transition to post-secondary programs. Staff from these offices will determine interest in the transition model and provide technical assistance and training for those colleges expressing an interest. The two offices are also developing a survey instrument to determine the types of services available on all college campuses statewide. The information collected will be updated annually and provided to guidance counselors.

IV. Dissemination Activities

A variety of dissemination activities have transpired over the two years of the grant and will continue. Activities have included presentations at state and regional meetings and to other offices in the Education Department, articles in state publications, and responses to requests from the Transition Institute at Illinois. Presentations on the project have been made at several workshops and conferences including a SUNY State Conference for Coordinators of Disabled Student Services, a State Conference for new admissions personnel and a panel presentation, "Transitioning to College," at the state NYALD conference, "Transition - a Life Long Process." An overview of the project has also been incorporated into the Office for Education of Children with Handicapping Conditions' statewide training programs and presentations.

The Bureaus of Higher Education Opportunity Programs and Grants Administration in the State Education Department have requested that staff of the Office for Education of Children with Handicapping Conditions meet to discuss the project, needs assessment results and needs of students with learning disabilities as they make the transition to post-secondary programs.

Articles about the project have been published in several statewide newsletters including Newsbriefs and School Executive Bulletin, both SED publications, and Counterpoint and The NYALD News.

Through our efforts and those of the University of Illinois, professional representatives of colleges and organizations have requested information about the project regularly. An abstract of the project, a copy of the model description and the needs assessment results have been sent to those requesting information. In the future, a final report will be available upon request.

Approximately 10 surveys sent by the Transition Institute at Illinois have been answered thoroughly and in a timely manner. It is hoped that responses by this Office have helped them in their research. The annual project director's meetings were attended and information about the project was shared with other representatives of post-secondary projects.

V. Replication

The model was developed to allow the flexibility needed for use at a variety of sites. The model has been tested at a rural, urban and suburban sites. Each LPT developed a plan for implementing the model at the site and respective high school. The plans varied, depending on district programs and student needs. The information in the final report, the needs assessment results and the model should provide the information necessary for implementing the project at a site.

The project was implemented at the local level as part of the program already in place. There was no funding provided to the sites. Project funds were used for the associate, consultants, and workshop expenses.

Although there are no significant barriers to replication, it is essential that all participating LEAs develop a plan for implementing the model and do so as closely as possible. An LEA that agrees to participate must also agree to complete data collection sheets to determine the results of the project.

The project has not been replicated beyond the original sites, but this Office is working with the Office of Higher and Professional Education to replicate the project in the 1988-89 school year. Also, the Site 2 coordinator has received a grant for state funding to expand the project, including more LEAs at that site.

VI. Products Developed

The products developed for the project include a needs assessment survey, a description of the cooperative model, data collection instruments, and a final report. The needs assessment survey was developed to determine the needs of secondary students with learning disabilities as they make the transition to community college. The instrument was sent to a statewide collected. The information collected was then compared to research studies completed on this topic. The results were very similar, further validating the results. It may be necessary to further test this instrument before replicating in another state to ensure consistent results since the model components are based upon these results.

The model provides a framework for coordinating the efforts of professional staff at the LEA and the community college to meet the needs of students with learning disabilities. The model also recommends the teaching of specific intervention strategies in a resource room to help the student in the transition from a secondary to a post-secondary program. The need or feasibility for using this team effort and/or the intervention strategies that are based on the assessment results may vary in other states.

The data collection instruments were developed to collect specific information on participating students as well as to determine the level of involvement, interest in project, carryover of skills, and additional staff time needed to implement the project at a site. These forms could be modified or totally different instruments developed, depending on what a replication site intended to accomplish.

Copies of the needs assessment and results, the cooperative model, data collection instruments, and the final report have been sent to the state level policy group, the task force members and site participants. Other interested persons will receive copies of the final report upon request. Copies of the needs assessment and results, the cooperative model and the data collection instruments are in the appendices.

VII. Conclusions and Recommendations

The purpose of this grant was to develop, implement and evaluate a cooperative model to assist secondary students with learning disabilities as they make a transition to a post-secondary program through cooperative efforts at the secondary level. Such a model has been developed.

The integral parts of the model were based upon the information collected from the needs assessment. The model's main components were the use of intervention strategies taught to the students in the resource room program, a local project team that worked cooperatively to help the student with the transition process, and parental involvement with the process. The literature indicates that each of these aspects is important, yet underutilized. Looking at the results on a short-term basis, according to the student reaction form, most of the students felt that these skills were helpful and carried over into their other classwork.

The team approach provided a coordinated effort to meet student needs. It provided the resource room teacher and the guidance counselor an opportunity to work together to share information and help students. It was the first time that these two professionals worked with the coordinator of disabled student services at the community college to inform students and parents about the college program. Nineteen of the students have gone on to college or plan to do so within a year. Appropriate support services were in place for those starting college. Half of the high schools that participated in the project have already begun working with the colleges to prepare other secondary students for college. One site has received a grant proposal to expand this project and the other site is working on a similar grant with NYALD. The site coordinators have received an increase in requests for information regarding services for students with learning disabilities. OVR counselors have worked closely with high school staff to determine student eligibility and provide services to those who are eligible before they begin college.

The following recommendations have been made as a result of this project:

- A follow-up study should be conducted to determine the status of the participating students one year after the project has ended. At that time, it could be determined how many students are still in college and the usefulness of the intervention strategies to those students who went to college.
- The State Education Department, through the Office of Higher and Professional Education and the Office for Education of Children with Handicapping Conditions should work to develop a plan to assist students with learning disabilities throughout New York State to make a transition from high school to college.
- Since there are increasing numbers of students with learning disabilities entering college and applying for appropriate support services. Coordinators of disabled student services need to receive inservice to enable them to meet the needs of this growing college population. SUNY Central has a grant from United University Professionals to provide a series of workshops this year for coordinators. Plans are underway to expand this initial effort.
- High school staff responsible for meeting the needs of students with learning disabilities need to become more aware of post-secondary options for students with learning disabilities.

In summary, it appears that there are two essential components of the model that are integral to ensuring that students with learning disabilities experience success in making the transition from a secondary to a post-secondary educational program; intervention strategies at the high school level and a team approach that enables coordination of effort between the high school and community college.

Intervention strategies are necessary to enable the student to prepare for the more independent learning that they will encounter at the college level. A coordinated networking between the high school, the college, OVR and the parents of these students will facilitate the transition process by sharing information on the student's abilities and needs among key personnel who are providing assistance in the student's present and future educational programs. These two components are important factors in providing a student with learning disabilities the assistance necessary to make a successful transition to community college.

APPENDIX A - Summary of Project Activities

Continuing Objective: 1.0

To plan and develop a cooperative model to assist students with learning disabilities to make a successful transition to post-secondary schools.

	ACTIVITY	STARTING DATE	DATE ACCOMPLISHED	COMMENTS
1.1	Examine existing data sources for information pertaining to this topic.	10/85	1/86	
1.1.1	Identify existing data sources statewide and nationwide.	10/1/85	10/18/85	Conducted database searches on the transition needs of students with learning disabilities to post-secondary programs and other related topics.
1.1.2	Review existing information that is available through current research.	10/14/85	10/31/85	Reviewed the existing research to ensure that the goal and objectives of the grant were appropriate.
1.1.3	Identify and review existing programs	10/14/85	5/3/86	Attended national project directors meeting in Washington, DC in 1985 and 1986. Met and remained in contact with project directors of other postsecondary transition projects.
1.1.4	Analyze and compile results of existing data.	11/4/85	11/29/85	Examined other projects as well as research to use with the task force and in training sessions.
1.2	Establish state level policy group to confirm baseline data and identify prospective sites using established SED connections among key policy personnel involved with: o SED Policy Groups o Bureau of Guidance o Office of Occupational Education o Office of Higher and Professional Education o Office of Vocational Rehabilitation o Division of Program Monitoring OMSC	11/85	12/85	

1.2.1	Convene representatives of state agencies to identify needs of educational agencies regarding the provision of services to target population.	12/16/85	12/16/85	Met with key personnel to provide overview of grant and to discuss needs.
1.2.2	Obtain recommendations from state agency personnel regarding individuals to participate in the project task force identified in 1.3 below.	12/16/85	12/31/85	Obtained recommendations for task force members.
1.2.3	Identify and contact potential community colleges and respective area LEAs.	6/10/86	9/15/86	After model was developed, identified and called potential community colleges and LEAs. Also, met with some LEAs to explain project.
1.2.4	Analyze needs identified by state agency personnel for incorporation into formal needs assessment.	1/6/86	1/10/86	Analyzed needs and summarized for use with task force.
1.3	Establish project task force to assist project staff in identifying needs and key components of a successful cooperative model.	1/86	4/86	
1.3.1	Select representatives from constituent groups involved in the transition of students with learning disabilities to post-secondary programs. o NY Assoc. of LD o Post-secondary institutions o Office of Vocational Rehabilitation o Guidance o Secondary Special Education o Parents o Students o Consultants with expertise in this area	2/3/86	2/28/86	Selected representatives from constituent groups - OVR, community colleges, special education teachers, guidance, parents, administrators, committees on special education and occupational education teachers.

1.3.2	Formulate role of each member and develop schedule of meetings.	1/27/86	2/3/86	Defined committee members' roles and scheduled meetings.
1.3.3	Convene task force to identify needs of each major constituent. o LEAs o Post-secondary Institutions o LD Students o State Agencies o Parents o Students	3/24/86	3/25/86	Convened task force and identified needs and barriers.
1.3.4	Analyze needs identified by project task force to incorporate into needs assessment instrument described in 1.4	3/26/86	4/2/86	Analyzed needs.
1.4	Conduct needs assessment and formulate initial recommendations for model.	4/86	6/86	
1.4.1	Develop content of needs assessment instrument from results of activities 1.1-1.3.	4/2/86	4/28/86	Hired consultant to assist with development of draft of needs assessment instrument.
1.4.2	Field test instrument with pre-selected representatives.	4/28/86	5/12/86	Sent draft of instrument to a selected group of respondents.
1.4.3	Refine and revise needs assessment instrument based on field test.	5/12/86	5/15/86	The Bureau of Statistical Services assisted with the refinement of the final instrument to ensure validity. They also developed a random sample mailing list.
1.4.4	Conduct needs assessment with identified constituents: o Post-secondary o OVR o Guidance o Secondary Special Education o Parents	5/20/86	6/6/86	Sent 700 copies of the survey to a random sampling of secondary regular, special and occupational education teachers; vocational rehabilitation counselors; parents; community college coordinators of disabled student services and guidance counselors.

1.4.5	Collate and analyze results of needs assessment to assist in identification of key components of a successful model.	6/2/86	6/13/86	The Office of Educational Research and Evaluation assisted with collating and analyzing of survey results. Tables and graphs were developed to better illustrate the results of the survey.
1.4.6	Convene task force to discuss results of needs assessment and prioritize identified needs.	6/16/86	6/17/86	The task force met to discuss survey results and prioritized needs. The members also discussed possible models that would meet these needs.
1.4.7	Develop recommendations for cooperative model utilizing results of needs assessment. o Identify and prioritize procedures of implementing model. o Identify and prioritize support systems needed for LD students prior to leaving school.	6/16/86	6/17/86	Develop recommendations with task force. o Identified procedures o Identified support systems.
1.5	Develop Cooperative Planning Model	7/86	12/86	
1.5.1	Design system to assure information flow from secondary education to higher education institutions and provision of key educational support services before LD students leave school.	7/14/86	8/8/86	Designed draft of model and sent to task force members for review.
1.5.2	Design data collection instrument to assess the implementation of information flow strategies and procedures and key educational support services.	10/27/86	12/10/86	Designed data collection instruments.
1.5.3	Develop training package to be used in model implementation with representatives from	9/22/86	10/15/86	Developed 2 one-day training packages on model for use with site representatives.

1.6	Make formal contact with selected post-secondary schools and respective LEAs.	8/86	9/86	
1.6.1	Confirm participation of selected sites. o 2 Community Colleges o LEAs in county area where colleges are located	8/6/86	9/30/86	Called and/or met with representatives of selected college and LEA sites to discuss their participation in project. Sent letters of confirmation.
1.6.2	Have necessary personnel at sites identified to participate in model.	9/10/86	10/7/86	Teams identified at each site to implement model. At each LEA - parent, guidance counselor, resource room teacher and coordinator. At each site - community college coordinator and vocational rehabilitation counselor.
1.7	Plan intervention strategies.	9/86	10/86	
1.7.1	Contact participating project target groups.	9/15/86	10/5/86	Notify participants regarding the two training sessions.
1.7.2	Establish agenda for training personnel regarding model goals/procedures. o LEAs o Higher Education o OVR o Guidance o Parents o Students	9/8/86	10/15/86	Establish agenda for each one-day session Day one at each site - model overview and district plan. Day two at each site - study skills and self-advocacy. (see appendix for copies of agenda).
1.7.3	Identify target LD students to participate in project.	10/21/86	12/9/86	Resource room teacher and committee on special education (CSE) identified students to participate in project based upon guidelines discussed in training session.
1.7.4	Conduct training with site personnel.	10/16-20/86	10/9 & 11/86	Conducted two one-day training sessions for model participants at each site.
1.7.5	Evaluate training and data collection instrument.	10/21/86	12/16/86	Evaluated training and data collection instruments (see training reports).

1.7.6	Revise and refine training and/or data collection instrument pursuant to evaluation results.	12/12/86	12/31/86	Revised and refined training and data collection instruments as indicated.

Continuing Objective: 2.0

To implement and evaluate a cooperative model that assists students with learning disabilities make a successful transition to post-secondary schools.

	ACTIVITY	STARTING DATE	DATE ACCOMPLISHED	COMMENTS
2.1	Implement cooperative planning model in selected sites.	1/87	1/7/87	
2.1.1	Provide data collection instruments to site personnel.	12/11/86	1/7/87	Sent data collection instruments to site personnel.
2.1.2	Disseminate information regarding the project to participating agency personnel.	10/1/86	12/22/86	Sent program update to agency personnel.
2.1.3	Establish procedures to work cooperatively with parents, students, and local school district Committees on Special Education in the participating local school districts.	10/16/86	12/11/86	Time was provided during the workshops for LEA staff, OVR and community college staff to outline a plan of what they would do and how. Details were completed through contacts at a later time.
2.1.4	Establish procedures to ensure efficient flow of information between LEAs, parents, students, OVR and the community colleges selected.	10/16/86	12/11/86	Same as 2.1.3. Each district submitted a plan.
2.1.5	Establish procedures for ongoing data collection.	12/9/87	1/7/87	Data collection procedures were discussed at each workshop and a letter was sent to the coordinators at each LEA with the data collection forms.
2.1.6	Establish procedures to link OVR.	10/16/86	12/11/86	Procedures were established with the OVR district managers and then individually between the VR counselor and the LEAs.
2.2	Establish a system of ongoing technical assistance.	10/86	9/87	

2.2.1	Project staff and associated task force and consultants provide ongoing technical assistance to project participants via telephone, scheduled and requested site visits, etc.	10/15/86	9/30/87	Ongoing technical assistance was provided to project participants via telephone, site visits and the sharing of resources.
2.2.2	Maintain log of technical assistance contacts made during the project.	9/1/86	9/30/87	A technical assistance log was maintained. The majority of the calls were for program maintenance, but, calls were also received regarding students programs and special education.
2.2.3	Develop technical assistance network among personnel at the two selected project sites.	10/86	9/87	Network was established and is still maintained after the grant period has ended.
2.3	Collect and analyze data from the project sites.	1/87	9/87	
2.3.1	Information submitted to project staff according to specified format and procedures.	1/30/87	6/30/87	Most of the data was submitted as requested. Some LEAs were more conscientious than others.
2.3.2	Project staff conducts an analysis and summary of submitted data.	6/30/87	8/14/87	Analysis and summary was conducted.
2.3.3	Project staff presents results of data analysis to project task force for reactions and recommendations.	8/17/87	9/11/87	Data analysis sent to task force for comment.
2.3.4	Project staff meet with participating site personnel to discuss results of data analysis and obtain input from this group.	9/14/87	9/30/87	Data analysis sent to site personnel and contacts were made to secure their comments.
2.4	Project staff conduct final evaluation of the cooperative model implementation.	6/87	9/87	
2.4.1	Data analysis and summary reviewed by project staff.	6/30/87	8/31/87	Information reviewed by staff.

2.4.2	Reactions and recommendations of task force regarding data analysis and summary review by project staff.	8/17/87	9/11/87	Recommendations and comments of task force reviewed by staff.
2.4.3	Reactions and recommendations of participating site personnel reviewed by project staff.	8/17/87	9/4/87	Recommendations and comments of site personnel reviewed by staff.
2.4.4	Project staff compile results of 2.4.1 - 2.4.3 for final project evaluation.	9/4/87	9/11/87	Results were compiled.
2.4.5	Forward final evaluation to consultant for external evaluation.	9/11/87	9/30/87	Consultant reviewed data evaluation.
2.5	Project staff develop final project report.	10/87	11/87	
2.5.1	Project staff summarize results of project evaluation conducted in 2.4.	10/1/87	10/5/87	Results of evaluation were summarized.
2.5.2	Project staff develop written report addressing formative and summative aspects of the project evaluation.	10/1/87	10/30/87	Written report addressed project evaluation.
2.6	Project staff prepare final report for dissemination.	9/87	12/87	
2.6.1	Final project report disseminated to state level policy group, project task force members, and participating project site personnel.	11/2/87	11/30/87	Final report was sent to appropriate people.
2.6.2	Final project report disseminated to other interested parties upon request.	12/1/87	12/11/87	Final report distributed to others upon written request.

APPENDIX B - Needs Assessment, Summary of Results, Charts and Graphs

THE UNIVERSITY OF THE STATE OF NEW YORK

THE STATE EDUCATION DEPARTMENT
OFFICE FOR EDUCATION OF CHILDREN WITH HANDICAPPING CONDITIONS
Albany, NY 12234

Assisting Learning Disabled Students Transition to Post-Secondary Programs Through Cooperative Planning at the Secondary Level

Needs Assessment

May 1986

The information from this needs assessment will be used to determine the specific needs of secondary students with learning disabilities as they make the transition to community college. The results will be used to develop a cooperative model which will be implemented at two community college sites and the high schools in their respective regions.

This survey has been sent to a wide range of individuals. Although all the questions may not be in your area of expertise, please respond to as many as possible based upon your experience. Return the survey to OECHC in the enclosed, self-addressed, stamped envelope by June 6, 1986. Thank you for your assistance.

Please check your appropriate job title:

Special education teacher..	☐	104
Occupational education teacher..................................	☐	14
Regular education teacher..	☐	29
Guidance counselor..	☐	43
COH chairperson..	☐	62
Parent..	☐	35
Vocational rehabilitation counselor............................	☐	1
Community college faculty and staff (please specify title)........... ______________________	☐	40
Other, specify______________________	☐	36
		364

* Illustrated on a graph

Tables are available on the results of all questions

Instructional Programs

1. Students with learning disabilities who plan to attend a community college are most often enrolled in a: (check one item only)

   a. Regents diploma program .... ☐
   b. Local diploma program .... ☒
   c. Other, specify ______________________________ ☐

* 2. Indicate the type of secondary school program in which most students with learning disabilities expected to attend community college have typically been enrolled. (check one item only)

   a. Regular class program.................................. ☐
   b. Regular class program with related services.................. ☐
   c. Regular class with resource room program.................... ☒
   d. Part-time special class program.......................... ☐
   e. Full-time special class program.......................... ☐
   f. Other, specify ______________________________ ☐

* 3. The following academic skills are needed for success in most curriculum areas. Rank the three skills which are most effective in helping learning disabled students make the transition from secondary school to community college, with "1" being the most important.

   a. Reading skills.................................. 1
   b. Writing skills.................................. 2
   c. Mathematical skills.................................. ☐
   d. Problem solving.................................. ☐
   e. Study skills.................................. 3
   f. Outlining.................................. ☐
   g. Research skills.................................. ☐
   h. Notetaking.................................. ☐
   i. Ability to use taped texts.................................. ☐
   j. Test-taking expertise.................................. ☐
   k. Other, specify ______________________________ ☐

4. Indicate how study skills are taught in your school to secondary students with learning disabilities. (check all that apply)

a. Within the academic curriculum.............................. ☒

b. As a separate program...................................... ☐

c. Not taught as specific skills.............................. ☐

5. Rank the three most important writing skills necessary for secondary students with learning disabilities in the transition to the community college, with "1" being the most important.

a. Spelling... ☐

b. Punctuation.. ☐

c. Editing.. ☐

d. Vocabulary development..................................... ☐

e. Grammar/syntax... 1

f. Logical expression... 2

g. Organizing expression...................................... 3

h. Other, specify_____________________________________ ☐

6. Rank the three most important reading skills necessary for secondary students with learning disabilities in the transition to the community college, with "1" being the most important.

a. Vocabulary development..................................... 3

b. Word recognition... ☐

c. Reading comprehension...................................... 1

d. Questioning and reasoning.................................. 2

e. Oral reading... ☐

f. Decoding skills.. ☐

g. Other, specify_____________________________________ ☐

7. Rank the three most important mathematical skills necessary for secondary students with learning disabilities in the transition to the community college, with "1" being the most important.

a. Application of basic concepts.............................. [1]

b. Rule application (addition, subtraction, etc.)............. ☐

c. Computation skills... ☐

d. Application of problem solving skills...................... [2]

e. Logical reasoning.. [3]

f. Mathematical operations.................................... ☐

g. Other, specify ____ ☐

8. Indicate which of the following alternative program options are currently used in your school for secondary students with learning disabilities to help them in the transition to the community college. (check all that apply)

a. External high school diploma programs...................... ☐

b. High school equivalency preparation programs............... [3]

c. General Education Development Tests (GED).................. ☐

d. Correspondence programs.................................... ☐

e. Coordination with the vocational rehabilitation counselor... ☐

f. Work study/JTPA programs.................................... [2]

g. Occupational/vocational education programs.................. [1]

h. Other, specify ____ ☐

9. Indicate which programs are available for the student with learning disabilities currently attending a community college. (check all that apply)

a. Remedial program.. ☒

b. Developmental program....................................... ☐

c. Accommodation program (coordinated support system for individuals).. ☐

*10a. Indicate which alternative testing techniques are most frequently provided for students with learning disabilities in school programs. (check all that apply)

		School	Community College
1.	Extended time limits......................	☒	☒
2.	Special location for administration of the exam..............................	☒	☒
3.	Use of calculators........................	☒	☒
4.	A method for recording oral answers........	☐	☐
5.	Use of audio cassette or large print editions of the tests....................	☐	☐
6.	Other secondary programs, specify read orally	☒	☐
7.	Other community college programs, specify________________________________	☐	☒

11. Indicate the grade level which is most appropriate for students with learning disabilities to begin planning their academic program in preparation for college. (check one item only)

a. 6th grade............ ☐
b. 7th grade............ ☐
c. 8th grade............ 2
d. 9th grade............ 1
e. 10th grade.............. 3
f. 11th grade.............. ☐
g. 12th grade.............. ☐
h. Other, specify__________ ☐

*12a. Rank the three most important areas in which the secondary student with learning disabilities should receive instruction to help prepare for community college attendance, with "1" being the most important.

1. Self-advocacy/assertiveness............................. 2
2. Compensatory strategies................................. 1
3. Social skills.. 3
4. Orientation to campus and community..................... ☐
5. Obtaining and holding a job............................. ☐
6. Interviewing techniques................................. ☐
7. Completing applications................................. ☐
8. Other, specify____ ☐

12b. The skills selected above should be presented as: (check one only)

1. Part of the student's overall program........................ ☒

2. A separate pullout program.................................... ☐

13. Indicate which of the following schedule formats should be utilized in secondary programs to more fully help students with learning disabilities make a transition to the community college. (check all that apply)

a. Extended school day.. ☐

b. Summer program.. [2]

c. Flexible diploma program (4-6 years).............................. [1]

d. Other, specify ______________________________ ☐

*14. Rank the three most important services which should be included in the school guidance counselor's role concerning the transition of students with learning disabilities to community college, with "1" being the most important.

a. Conduct vocational assessments................................... [3]

b. Provide career orientation.. [2]

c. Assist with college planning/selection............................ [1]

d. Serve as a resource to classroom teacher.......................... ☐

e. Provide college recruitment information........................... ☐

f. Provide information on financial assistance....................... ☐

g. Follow-up after matriculation..................................... ☐

h. Advocacy with community college admissions office................. ☐

i. Other, specify ______________________________ ☐

Staff

*1. Indicate who would be the key staff for an interdisciplinary planning team which would develop a program to assist secondary students with learning disabilities to make the transition to community college. (Check the 4 most important)

a. Regular education teacher... ☐

b. Resource room teacher... [2]

c. Special class teacher.. ☐

(QUESTION CONTINUED ON NEXT PAGE)

d. Occupational education teacher.......................... ☐

e. Psychologist.. ☐

f. Guidance counselor.. 1

g. Parent.. 3

h. Building principal.. ☐

i. Vocational rehabilitation counselor........................... ☐

j. College liaison... 4

k. Other, specify____ ☐

2. Rank the three most important types of inservice education/training which would be most beneficial for persons who work in the transition process with college-bound students with learning disabilities, with "1" being the most important.

a. Classroom strategies for working with students with learning disabilities.. 2

b. Explanation of the laws and regulations (federal and state) that relate to students with learning disabilities.... ☐

c. Awareness of and sensitivity to the needs of students with learning disabilities...................................... 1

d. How to provide related or support services.................. ☐

e. Tutoring strategies, such as peer tutoring.................. ☐

f. Availability of local and regional resources, such as taped texts, a notetaker, or computers...................... 3

g. Prerequisite courses and skills which students with learning disabilities need to enroll in a college program.... ☐

h. Financial assistance available to college-bound students.... ☐

i. Counseling skills.. ☐

j. Interpretation of test results............................... ☐

3. Rank the three most important support services for helping any teacher to be more effective with students with learning disabilities, with "1" being the most important.

a. Teacher aide/Teacher assistant.................................. 2
b. Team teaching.. ☐
c. Inservice training... 1
d. Specific time for planning..................................... 3
e. Visitation time.. ☐
f. Access to information.. ☐
g. Other, specify ____ ☐

Communication

*1. Indicate who should have primary responsibility for communicating information regarding a student with learning disabilities to a particular community college. (check 1 item only)

a. Home school principal.. ☐
b. School psychologist.. ☐
c. Special education teacher...................................... ☐
d. Guidance counselor... ☒ 59%
e. COH chairperson/liaison.. ☐
f. Parent/student... ☐
g. Other, specify ____ ☐

2a. Indicate the best approach for sharing information with parents and appropriate staff within the secondary school regarding the student with learning disabilities. (check 1 item only)

1. Team approach... ☒
2. Central liaison/contact person................................ ☐
3. Other, specify ____ ☐

2b. If you selected a "team approach," indicate which of the following is the best multidisciplinary approach for sharing information about a secondary student with learning disabilities. (check 1 item only)

1. Committee on the Handicapped (COH).......................... ☐
2. Building level team.. ☒
3. District level team.. ☐
4. Interdisciplinary team... ☐
5. Other, specify ______________________________ ☐

2c. If you selected a "central liaison," indicate the best person to share information about a secondary student with learning disabilities in the secondary school. (check 1 item only)

1. Guidance counselor... [2]
2. Social worker.. ☐
3. Nurse.. ☐
4. Principal.. ☐
5. Psychologist... ☐
6. Committee on the Handicapped Chairperson....................... ☐
7. Special education teacher...................................... [1]
8. Homeroom teacher... ☐
9. Director of Special Education.................................. ☐
10. Other, specify ______________________________ ☐

3. Indicate the most efficient technique for sharing information regarding a student's individualized education plan (IEP) with the student's teacher and other appropriate staff. (check 1 item only)

a. COH chairperson shares with student's teachers and other appropriate staff.. ☐
b. Special education teacher shares with student's teachers and other appropriate staff.................................. ☒
c. Information placed in a central location for student's teachers and other appropriate staff to consult............ ☐
d. Each of the student's teachers and other appropriate staff receive a copy of the information..................... ☐
e. Building administrator shares with student's teachers and other appropriate staff.................................. ☐
f. Other, specify ______________________________ ☐

4. Indicate your degree of agreement or disagreement with the following statement: The building administrator plays a critical role in the transition of secondary students with learning disabilities to community colleges. (check 1 item only)

a. Strongly agree.. ☐

b. Agree.. ☐

c. Disagree.. ☐

d. Strongly disagree.. ☐

5. Indicate which of the following activities regarding the secondary student with learning disabilities should be the responsibility of the building administrator. (check all that apply)

a. Sharing information from the student's IEP.................. ☐

b. Communicating with outside agencies, including community colleges.. ☐

c. Service on a multidisciplinary planning team.................. ☐

d. Communicating with secondary school staff.................. ☐

*6. Rank the following items from 1 through 5 in order of priority, with "1" being the highest priority. What do parents need in order to help the secondary student with learning disabilities make the transition to community college?

a. Realistic information about the student's abilities/ disabilities.. ☐

b. Information on vocational and college options.................. ☐

c. Information on financial assistance.................. ☐

d. Career orientation.. ☐

e. More involvement with planning secondary programs.................. ☐

7. Indicate what information parents need to provide high school staff to assist the secondary student with learning disabilities in the transition to community college. (check all that apply)

a. Student's non-academic strengths.................................... ☐

b. Student's interest.. ☐

c. Family's financial status.. ☐

d. Geographic preferences.. ☐

e. Health information.. ☐

f. Other, specify____ ☐

8a. Indicate the most appropriate community college office to serve as liaison with high school staff. (check 1 item only)

1. Coordinator of general student body services.................. ☐
2. Coordinator of special student services.................. ☒
3. Other, specify ______________________ ☐

8b. If you indicated special student services office, select the most appropriate officer to contact high school staff. (check 1 item only)

1. Handicapped Student Services Director.................. ☐
2. Special Education Coordinator.................. ☒
3. Disabled Student Counselor.................. ☐
4. College Assistance Program Coordinator.................. ☐
5. Other, specify ______________________ ☐

Resources

1a. Rank the three most important of the following resources for college-bound students with learning disabilities in their secondary school program, with "1" being the most important.

1. Taped texts (talking books).................. 3
2. Large print books.................. ☐
3. Tape recorders/audio cassettes.................. ☐
4. Video cassette recorder/video cassettes.................. ☐
5. Computers/word processors.................. 1
6. Typewriter.................. ☐
7. Prepared notes.................. 2
8. Calculators.................. ☐
9. Kurzweil reading machine.................. ☐
10. Visualtek machine.................. ☐
11. Other, specify ______________________ ☐

1b. Indicate which of the following factors most influence the availability of the above resources. (check 1 item only)

a. Funding.. ☐

b. Knowledge about a particular resource.................... ☐

c. Student's ability to use a resource...................... ☐

d. Other, specify ____________________________________ ☐

1c. Indicate the most accessible source for the provision of the above resources. (check 1 item only)

a. BOCES.. ☐

b. Special Education Training and Resource Centers (SETRC).... ☐

c. School district.. ☐

d. Independent clearing house............................... ☐

e. Other, specify ____________________________________ ☐

2. Indicate which of the following sources of financial assistance are currently being used by students with learning disabilities who apply to college. (check all that apply)

a. Regents scholarship...................................... ☐

b. Pell, TAP - State scholarships............................ ☐

c. National Direct Student Loan.............................. ☐

d. Guaranteed Student Loan................................... ☐

e. School scholarship.. ☐

f. Office of Vocational Rehabilitation funding............... ☐

g. Social Security Administration............................ ☐

h. Private grants or foundation scholarships/fellowships..... ☐

i. Service organization scholarships......................... ☐

j. Other, specify ____________________________________ ☐

3. Identify which outside agencies/organizations have been effective in providing information and assistance for college-bound students with learning disabilities. (check all that apply)

- a. Office of Vocational Rehabilitation.............................. ☐ 1
- b. New York Association for the Learning Disabled (NYALD)...... ☐ 2
- c. Association for Children and Adults with Learning Disabilities (ACLD).. ☐ 3
- d. New York State Advocate for the Disabled.................... ☐
- e. Social Security Administration................................... ☐
- f. Office for Education of Children with Handicapping Conditions.. ☐
- g. Private agencies, such as Future Search College Planning Center.. ☐
- h. Other organizations, specify ____________________ ☐

4. Indicate what support services are currently available to students with learning disabilities attending community college. (check all that apply)

- a. Individual academic planning................................ ☐ 3
- b. Learning Disabilities Specialists........................... ☐
- c. Tutors (peer/staff)... ☐ 1
- d. Taped texts, readers, notetakers, etc....................... ☐
- e. Educational diagnostic/prescriptive services............. ☐
- f. Alternative testing techniques.............................. ☐
- g. Skill study labs.. ☐
- h. Personal counseling.. ☐ 2
- i. Career/life planning courses................................ ☐
- j. Other, specify ____________________ ☐

5. Indicate which of the following services should be included in the CVR counselor's role concerning the transition of students with learning disabilities to community college. (check all that apply)

   a. Conduct vocational evaluation.................................. ☐
   b. Provide career exploration..................................... ☐
   c. Provide guidance and counseling................................ ☐
   d. Assist with college planning/selection......................... ☐
   e. Provide financial assistance where applicable.................. ☐
   f. Other, specify ____ ☐

Please share additional comments you may have regarding specific areas of need for students with learning disabilities: ______________________________

____

____

Needs Assessment Results

A needs assessment was developed to determine the needs of secondary students with learning disabilities as they make a transition to community college. The Bureau of Statistical Services assisted with the refinement of the final instrument and the development of a random sample mailing list to ensure validity. Seven hundred copies of the survey were sent to a random sampling of the following constituency groups: secondary regular, special and occupational education teachers; vocational rehabilitation counselors; guidance counselors; parents; and community college coordinators of disabled student services.

The Office of Educational Research and Evaluation assisted with the analysis of the survey results from 364 respondents. Tables and graphs were developed to better illustrate the survey results. This information was then reviewed by the task force and used as the basis for the development of the cooperative model.

The following is a summary of the need assessment results. A copy of the instrument is attached, as well as charts on all of the questions and graphs for those questions indicated.

- Students with learning disabilities who plan to attend community college are most frequently scheduled into regular class with resource room support, and upon graduation, receive a local diploma. (See graph IP2)

- Reading, writing and study skills, in that order, are considered the most important academic skills for those students to have in order to successfully transition to community college. (See graph IP3)

- The following alternative program options are those most often used in schools with these students: occupational/vocational education programs, coordination with the vocational rehabilitation counselor, work study/JTPA programs, and high school equivalency preparation programs.

- Secondary remedial programs are the most frequently used support programs for those students planning to attend community college.

- The most frequently provided alternative testing techniques in both high school and community college are extended time limits, special location for the administration of the exam, use of calculators and questions read orally. It is also important to note that high school staff and community college staff are not cognizant of the alternative testing techniques used in the other's program. It demonstrates the need for coordination and sharing of information between secondary and post-secondary program personnel. (See graphs IP 10A & B)

- The most appropriate time to begin planning the student's academic program in preparation for college was overwhelmingly thought to be ninth grade.

- Self-advocacy/assertiveness, compensatory strategies and social skills should be taught as part of the student's overall instructional program to assist him/her in preparing for community college. (See graph IP 12a)

- 77% of the respondents felt that a flexible time in attaining a diploma (4-6 years) should be utilized to assist the student with the transition program and 46% felt that a summer program option should be utilized. Both would provide additional time for a student to complete secondary program requirements.

- Inservice/training in awareness of and sensitivity to the needs of students with learning disabilities, classroom strategies for working with such students and prerequisite courses and skills which these students need to enroll in a college program are thought to be the most beneficial for personnel assisting these students in the transition process.

- The majority of respondents felt that a building team is the most effective approach for sharing information about the student with learning disabilities within the secondary school.

- 63% of the respondents indicated that the administrator's main role in the transition process should be communication with staff.

- The majority of respondents felt that the guidance counselor should have an integral role in the transition process. 75% felt that the guidance counselor should be one of four key staff members on an interdisciplinary planning team to develop a transition program. 50% indicated that the guidance counselor should have primary responsibility in communicating information to the community college. (See graphs S1 and C1)

- Most respondents felt that the school guidance counselor should also provide assistance with college planning/selection, career orientation and vocational assessment. Guidance counselors and community college staff who responded to this question felt that advocacy with the community college admissions office was more important than vocational assessment. This was in agreement with the above responses. (See graph IP 14)

- The special education coordinator at the community college should serve as the liaison with the high school.

- Respondents indicated that parents need realistic information about the student's abilities/disabilities and information on vocational and college options in order to help their child. (See graph C8)

- The sources of financial assistance most currently used by these students are Pell, TAP and other State scholarships; guaranteed student loans and OVR funding, in that order.

Additional comments and data by respondents supported the following premises which were also used to develop the model.

- Students and parents should begin early to plan and prepare for college.
- The high schools and community colleges should develop a network and coordinate activities to provide programs which better prepare the student with learning disabilities to make the transition to community college. The sparsity of knowledge by high school and college staff concerning alternative testing techniques available at each level is an example of the lack of knowledge regarding one another's programs. By sharing information such as this, a cooperative effort could help each to meet the needs of these students.
- Support services such as tutors, taped texts, prepared notes and counseling should be available at the community college to better meet the needs of students with learning disabilities.
- Inservice and technical assistance regarding the needs of students with learning disabilities should be provided to all teachers.
- Basic skills and learning strategies should be taught at the secondary level to such students to assist them in a successful transition to post-secondary programs.
- Guidance and information on appropriate college options should be provided to those students at the secondary level who demonstrate ability and/or interest. Support and encouragement should also be offered to students with learning disabilities throughout their secondary program.
- Support from OVR should include financial assistance and counseling services.
- The high school liaison should assist with transferring records and other pertinent information from the high school to the college to ensure that appropriate programs and services are available as needed.

```
Crosstabulation:     IP1        Most common diploma for CC-bound L IP1        Most common diploma for CC-bound LDs
                  By TITLE      Respondent's Appropriate Job Title TITLE      Respondent's Appropriate Job Title
                                                               - - - -

             Count  |Sp. Ed.  |Oc. Ed.  |Rg. Ed.  |Guidance| C.O.H.  |Parent   |Voc.Reh. |Com.Col. |Other    |         |
 TITLE->            |Teacher  |Teacher  |Teacher  | counslr|Chairprs |         | Counslr | Staff   |         |         |  Row
                    |A        |B        |C        |D       |E        |F        |G        |H        |I        |U        |  Total
IP1         --------+---------+---------+---------+--------+---------+---------+---------+---------+---------+---------+
             A      |     17  |      1  |      3  |      2 |      8  |      3  |         |         |      3  |         |    37
  Regents Diploma   |         |         |         |        |         |         |         |         |         |         |  10.2
                    +---------+---------+---------+--------+---------+---------+---------+---------+---------+---------+
             B      |     79  |     11  |     24  |     36 |     51  |     26  |         |     25  |     28  |      1  |   281
 Local Diploma      |         |         |         |        |         |         |         |         |         |         |  77.2
                    +---------+---------+---------+--------+---------+---------+---------+---------+---------+---------+
             C      |      1  |      1  |         |      5 |      2  |      1  |         |      5  |      2  |         |    17
 Other              |         |         |         |        |         |         |         |         |         |         |   4.7
                    +---------+---------+---------+--------+---------+---------+---------+---------+---------+---------+
             O      |         |         |         |        |         |         |         |      2  |         |         |     2
                    |         |         |         |        |         |         |         |         |         |         |    .5
                    +---------+---------+---------+--------+---------+---------+---------+---------+---------+---------+
             T      |         |         |         |        |         |      1  |         |         |         |         |     1
                    |         |         |         |        |         |         |         |         |         |         |    .3
                    +---------+---------+---------+--------+---------+---------+---------+---------+---------+---------+
             U      |      7  |      1  |      2  |        |      1  |      4  |      1  |      8  |      2  |         |    26
                    |         |         |         |        |         |         |         |         |         |         |   7.1
                    +---------+---------+---------+--------+---------+---------+---------+---------+---------+---------+
            Column      104        14        29       43        62        35         1        40        35         1      364
(Continued)  Total     28.6       3.8       8.0     11.8      17.0       9.6        .3      11.0       9.6        .3    100.0
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49

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                                                                SPSS/PC+                        7/14/86

Crosstabulation:      IP2      Most common program for CC-bound L IP2      Most common program for CC-bound LDs
                   By TITLE    Respondent's Appropriate Job Title TITLE    Respondent's Appropriate Job Title
                                                            - - - -                                  - - - - Page  2 of  2

             Count  |Sp. Ed.  |Oc. Ed.  |Rg. Ed.  |Guidance| C.O.H.  |Parent   |Voc.Reh.|Com.Col.|Other    |         |
 TITLE->            |Teacher  |Teacher  |Teacher  | counslr|Chairprs|         | Counslr| Staff   |         |         |   Row
                    |A        |B        |C        |D        |E        |F        |G        |H        |I        |U        |  Total
IP2        ---------+---------+---------+---------+---------+---------+---------+---------+---------+---------+---------+
            A       |       2 |       1 |         |       2 |       1 |         |         |       1 |       2 |         |      9
  Regular Program   |         |         |         |         |         |         |         |         |         |         |    2.5
                    +---------+---------+---------+---------+---------+---------+---------+---------+---------+---------+
            B       |       4 |       3 |       6 |      13 |       4 |       6 |         |       5 |       6 |         |     47
  Regular w/rl.sv   |         |         |         |         |         |         |         |         |         |         |   12.9
                    +---------+---------+---------+---------+---------+---------+---------+---------+---------+---------+
            C       |      85 |       7 |      18 |      22 |      50 |      20 |         |      20 |      22 |       1 |    245
  Regular w/rs.rm   |         |         |         |         |         |         |         |         |         |         |   67.3
                    +---------+---------+---------+---------+---------+---------+---------+---------+---------+---------+
            D       |       8 |       2 |       1 |       1 |       4 |       2 |         |       1 |       4 |         |     23
  Special ClassPT   |         |         |         |         |         |         |         |         |         |         |    6.3
                    +---------+---------+---------+---------+---------+---------+---------+---------+---------+---------+
            E       |       1 |         |         |       2 |       1 |       1 |         |         |         |         |      5
  Special ClassFT   |         |         |         |         |         |         |         |         |         |         |    1.4
                    +---------+---------+---------+---------+---------+---------+---------+---------+---------+---------+
            F       |         |         |         |         |       1 |         |         |       2 |         |         |      3
  Other             |         |         |         |         |         |         |         |         |         |         |     .8
                    +---------+---------+---------+---------+---------+---------+---------+---------+---------+---------+
            T       |       1 |         |         |       1 |         |       1 |         |       1 |         |         |      4
                    |         |         |         |         |         |         |         |         |         |         |    1.1
                    +---------+---------+---------+---------+---------+---------+---------+---------+---------+---------+
            U       |       3 |       1 |       4 |       2 |       1 |       5 |       1 |      10 |       1 |         |     28
                    |         |         |         |         |         |         |         |         |         |         |    7.7
                    +---------+---------+---------+---------+---------+---------+---------+---------+---------+---------+
            Column       104        14        29        43        62        35         1        40        35         1      364
(Continued)  Total      28.6       3.8       8.0      11.8      17.0       9.6        .3      11.0       9.6        .3    100.0

                                                          ervations =        0
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Instructional Program - Question 3 Academic skills most effective in aiding LD transition to CC.
Ranking Scores

		Sp. Ed. Teacher	Oc. Ed. Teacher	Rg. Ed. Teacher	Guidance Counslr.	C.O.H. Chairprs.	Parent	Voc.Reh. Counslr.	Com.Col. Staff	Other	Unknown	Total
"A" Reading Skills	Score	210.00	41.00	66.00	103.00	141.00	84.00	0.00	89.00	58.00	0.00	792.00
	Mean Score	2.02	2.93	2.28	2.40	2.27	2.40	0.00	2.23	1.66	0.00	2.18
"B" Writing Skills	Score	125.00	15.00	40.00	64.00	90.00	37.00	0.00	57.00	33.00	0.00	461.00
	Mean Score	1.20	1.07	1.38	1.49	1.45	1.06	0.00	1.43	0.94	0.00	1.27
"C" Math Skills	Score	11.00	6.00	13.00	31.00	7.00	16.00	0.00	18.00	10.00	1.00	113.00
	Mean Score	0.11	0.43	0.45	0.72	0.11	0.46	0.00	0.45	0.29	1.00	0.31
"D" Problem Solving	Score	28.00	10.00	9.00	16.00	26.00	13.00	0.00	9.00	18.00	0.00	129.00
	Mean Score	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.35
"E" Study Skills	Score	148.00	6.00	34.00	28.00	77.00	30.00	0.00	38.00	51.00	2.00	414.00
	Mean Score	1.42	0.43	1.17	0.65	1.24	0.86	0.00	0.95	1.46	2.00	1.14
"F" Outlines	Score	4.00	1.00	0.00	1.00	3.00	1.00	0.00	0.00	0.00	0.00	10.00
	Mean Score	0.04	0.07	0.00	0.02	0.05	0.03	0.00	0.00	0.00	0.00	0.03
"G" Research Skills	Score	24.00	0.00	2.00	2.00	4.00	2.00	0.00	2.00	4.00	0.00	40.00
	Mean Score	0.23	0.00	0.07	0.05	0.06	0.06	0.00	0.05	0.11	0.00	0.11
"H" Notetaking	Score	7.00	3.00	5.00	12.00	4.00	16.00	0.00	1.00	3.00	2.00	53.00
	Mean Score	0.07	0.21	0.17	0.28	0.06	0.46	0.00	0.03	0.09	2.00	0.15
"I" Ability Use Tape	Score	19.00	2.00	1.00	1.00	1.00	3.00	0.00	2.00	5.00	2.00	36.00
	Mean Score	0.18	0.14	0.03	0.02	0.02	0.09	0.00	0.05	0.14	2.00	0.10
"J" Testing Expertise	Score	0.00	0.00	6.00	0.00	0.00	0.00	3.00	2.00	3.00	2.00	16.00
	Mean Score	0.00	0.00	0.21	0.00	0.00	0.00	3.00	0.05	0.09	2.00	0.04
"K" Other	Score	18.00	0.00	0.00	6.00	9.00	3.00	0.00	9.00	3.00	0.00	48.00
	Mean Score	0.17	0.00	0.00	0.14	0.15	0.09	0.00	0.23	0.09	0.00	0.13
Respondents		104.00	14.00	29.00	43.00	62.00	35.00	1.00	40.00	35.00	1.00	364.00

Instructional Program - Question 8 How study skills are taught to LDs
Responses

		Sp. Ed. Teacher	Gr. Ed. Teacher	Reg. Ed. Teacher	Guidance Counsel.	C.O.E. Employers.	Parent	Voc. Reh. Counsel.	Com. Col. Staff	Other	Unknown	Total
Type Within Academic	Count	62.00	8.00	17.00	24.00	41.00	16.00	0.00	14.00	17.00	0.00	209.00
	Percentage	59.62%	57.14%	58.62%	55.81%	77.36%	55.17%	0.00%	35.00%	48.57%	0.00%	59.89%
Type Separate Program	Count	47.00	7.00	15.00	19.00	30.00	15.00	0.00	18.00	15.00	0.00	166.00
	Percentage	45.19%	50.00%	51.72%	44.19%	56.60%	51.72%	0.00%	45.00%	42.86%	0.00%	47.56%
Type Not so Specific	Count	30.00	2.00	6.00	11.00	5.00	15.00	0.00	3.00	9.00	0.00	77.00
	Percentage	28.85%	14.29%	20.69%	25.58%	9.43%	51.72%	0.00%	7.50%	25.71%	0.00%	22.06%
Respondents		104.00	14.00	29.00	43.00	53.00	29.00	1.00	40.00	35.00	1.00	349.00

Instructional Program - Question 5 Writing Skills [illegible]
Ranking Scores

		Sp. Ed. Teacher	Gr. Ed. Teacher	Rg. Ed. Teacher	Guidance Counselor	[illegible]	Parent	Voc. Reh. Counselor	Com. Col. Staff	Other	Unknown	Total
Top Spelling	Score	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Mean Score	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Top Punctua.	Score	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Mean Score	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Top Editing	Score	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Mean Score	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Top Vocab. Develop.	Score	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Mean Score	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Top Grammar / Syntax	Score	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Mean Score	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Top Logical Express.	Score	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Mean Score	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Top Organiz. Expres.	Score	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Mean Score	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Top Other	Score	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Mean Score	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Respondents		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Instructional Program - Question 6   Reading skills LDs need for CC.
Ranking Scores

		Sp. Ed. Teacher	Oc. Ed. Teacher	Rg. Ed. Teacher	Guidance Counslr.	C.O.H. Chairpers.	Parent	Voc.Reh. Counslr.	Com.Col. Staff	Other	Unknown	Total
"A" Vocab. Develop.	Score	94.00	18.00	22.00	40.00	52.00	24.00	0.00	40.00	16.00	0.00	306.00
	Mean Score	0.90	1.29	0.76	0.93	0.84	0.69	0.00	1.00	0.46	0.00	0.84
"B" Word Recog.	Score	53.00	11.00	23.00	27.00	47.00	26.00	0.00	17.00	19.00	1.00	224.00
	Mean Score	0.51	0.79	0.79	0.63	0.76	0.74	0.00	0.43	0.54	1.00	0.62
"C" Reading Compreh.	Score	260.00	35.00	75.00	110.00	148.00	88.00	0.00	102.00	62.00	3.00	883.00
	Mean Score	2.50	2.50	2.59	2.56	2.39	2.51	0.00	2.55	1.77	3.00	2.43
"D" Question & Ans.	Score	135.00	14.00	29.00	37.00	70.00	25.00	0.00	62.00	50.00	0.00	422.00
	Mean Score	1.30	1.00	1.00	0.86	1.13	0.71	0.00	1.55	1.43	0.00	1.16
"E" Reading Out loud	Score	38.00	2.00	13.00	15.00	21.00	24.00	0.00	13.00	5.00	0.00	131.00
	Mean Score	0.37	0.14	0.45	0.35	0.34	0.69	0.00	0.33	0.14	0.00	0.36
"F" Decoding Skills	Score	34.00	4.00	12.00	21.00	19.00	16.00	0.00	12.00	16.00	2.00	136.00
	Mean Score	0.33	0.29	0.41	0.49	0.31	0.46	0.00	0.30	0.46	2.00	0.37
"G" Other	Score	6.00	0.00	0.00	3.00	6.00	4.00	0.00	6.00	3.00	0.00	28.00
	Mean Score	0.06	0.00	0.00	0.07	0.10	0.11	0.00	0.15	0.09	0.00	0.08
Respondents		104.00	14.00	29.00	43.00	62.00	35.00	1.00	40.00	35.00	1.00	364.00

Instructional Program - Question 7   Math skills LDs need for CC.
Ranking Scores

		Sp. Ed. Teacher	Gr. Ed. Teacher	Rg. Ed. Teacher	Guidance Counslr.	C.D.M. Chairprs.	Parent	Voc.Reh. Counslr.	Com.Col. Staff	Other	Unknown	Total
"A"												
Applying Concepts	Score	155.00	22.00	42.00	65.00	89.00	59.00	0.00	54.00	47.00	0.00	533.00
	Mean Score	1.49	1.57	1.45	1.51	1.44	1.69	0.00	1.35	1.34	0.00	1.46
"B"												
Applying Rules	Score	37.00	10.00	15.00	19.00	27.00	31.00	0.00	22.00	8.00	0.00	169.00
	Mean Score	0.36	0.71	0.52	0.44	0.44	0.89	0.00	0.55	0.23	0.00	0.46
"C"												
Computatn. Skills	Score	103.00	6.00	24.00	45.00	71.00	18.00	0.00	49.00	16.00	3.00	335.00
	Mean Score	0.99	0.43	0.83	1.05	1.15	0.51	0.00	1.23	0.46	3.00	0.92
"D"												
Problmslv. Skills	Score	150.00	19.00	33.00	58.00	92.00	42.00	0.00	46.00	63.00	2.00	505.00
	Mean Score	1.44	1.36	1.14	1.35	1.48	1.20	0.00	1.15	1.80	2.00	1.39
"E"												
Logical Reasoning	Score	116.00	14.00	24.00	38.00	39.00	30.00	0.00	38.00	47.00	0.00	346.00
	Mean Score	1.12	1.00	0.83	0.88	0.63	0.86	0.00	0.95	1.34	0.00	0.95
"F"												
Mathmcl. Operatns.	Score	50.00	9.00	12.00	26.00	46.00	17.00	0.00	18.00	22.00	1.00	201.00
	Mean Score	0.48	0.64	0.41	0.60	0.74	0.49	0.00	0.45	0.63	1.00	0.55
"G"												
Other	Score	1.00	0.00	3.00	0.00	2.00	1.00	0.00	1.00	1.00	0.00	9.00
	Mean Score	0.01	0.00	0.10	0.00	0.03	0.03	0.00	0.03	0.03	0.00	0.02
Respondents		104.00	14.00	29.00	43.00	62.00	35.00	1.00	40.00	35.00	1.00	364.00

Instructional Program - Question 8 Program options used to help LD transition.

Responses		Sp. Ed. Teacher	Oc. Ed. Teacher	Rg. Ed. Teacher	Guidance Counslr.	C.O.H. Chairprs.	Parent	Voc.Reh. Counslr.	Com.Col. Staff	Other	Unknown	Total
"A" External Diploma	Count	12.00	1.00	4.00	8.00	12.00	3.00	0.00	3.00	6.00	0.00	49.00
	Percentage	11.54%	7.14%	13.79%	18.60%	19.35%	8.57%	0.00%	7.50%	17.14%	0.00%	13.46%
"B" HS Equiv. Prep.	Count	27.00	3.00	9.00	18.00	24.00	14.00	0.00	11.00	12.00	0.00	118.00
	Percentage	25.96%	21.43%	31.03%	41.86%	38.71%	40.00%	0.00%	27.50%	34.29%	0.00%	32.42%
"C" G.E.D. Tests	Count	20.00	2.00	5.00	15.00	20.00	12.00	0.00	8.00	6.00	0.00	88.00
	Percentage	19.23%	14.29%	17.24%	34.88%	32.26%	34.29%	0.00%	20.00%	17.14%	0.00%	24.18%
"D" Corresp. Program	Count	22.00	4.00	4.00	12.00	17.00	2.00	0.00	10.00	6.00	0.00	77.00
	Percentage	21.15%	28.57%	13.79%	27.91%	27.42%	5.71%	0.00%	25.00%	17.14%	0.00%	21.15%
"E" Coord. w/ Voc. Rehab.	Count	24.00	3.00	5.00	8.00	22.00	6.00	0.00	12.00	11.00	0.00	91.00
	Percentage	23.08%	21.43%	17.24%	18.60%	35.48%	17.14%	0.00%	30.00%	31.43%	0.00%	25.00%
"F" Wk.Stdy/ JTPA Prg.	Count	48.00	5.00	14.00	15.00	36.00	15.00	0.00	9.00	16.00	0.00	158.00
	Percentage	46.15%	35.71%	48.28%	34.88%	58.06%	42.86%	0.00%	22.50%	45.71%	0.00%	43.41%
"G" Occ./Voc. Ed. Prog.	Count	59.00	9.00	15.00	30.00	44.00	14.00	0.00	16.00	17.00	0.00	204.00
	Percentage	56.73%	64.29%	51.72%	69.77%	70.97%	40.00%	0.00%	40.00%	48.57%	0.00%	56.04%
"H" Other	Count	4.00	0.00	0.00	1.00	1.00	3.00	0.00	6.00	1.00	0.00	16.00
	Percentage	3.85%	0.00%	0.00%	2.33%	1.61%	8.57%	0.00%	15.00%	2.86%	0.00%	4.40%
Respondents		104.00	14.00	29.00	43.00	62.00	35.00	1.00	40.00	35.00	1.00	364.00

Instructional Program - Question 9 Responses   Programs available for LDs at a CC.

		Sp. Ed. Teacher	Oc. Ed. Teacher	Rg. Ed. Teacher	Guidance Counslr.	C.O.H. Chairprs.	Parent	Voc.Reh. Counslr.	Com.Col. Staff	Other	Unknown	Total
"A" Remedial	Count	41.00	3.00	12.00	22.00	25.00	10.00	0.00	27.00	25.00	0.00	165.00
Program	Percentage	39.42%	21.43%	41.38%	51.16%	40.32%	28.57%	0.00%	67.50%	71.43%	0.00%	45.33%
"B" Dvlpmntl.	Count	23.00	1.00	5.00	16.00	11.00	3.00	0.00	33.00	11.00	0.00	103.00
Program	Percentage	22.12%	7.14%	17.24%	37.21%	17.74%	8.57%	0.00%	82.50%	31.43%	0.00%	28.30%
"C" Accomod.	Count	34.00	0.00	4.00	14.00	18.00	5.00	0.00	36.00	22.00	0.00	133.00
Progam	Percentage	32.69%	0.00%	13.79%	32.56%	29.03%	14.29%	0.00%	90.00%	62.86%	0.00%	36.54%
Respondents		104.00	14.00	29.00	43.00	62.00	35.00	1.00	40.00	35.00	1.00	364.00

Instructional Program - Question 10a Most provided Alternative Testing Techniques in High School.

Responses		Sp. Ed. Teacher	Oc. Ed. Teacher	Rg. Ed. Teacher	Guidance Counslr.	C.O.H. Chairprs.	Parent	Voc.Reh. Counslr.	Com.Col. Staff	Other	Unknown	Total
"A" Extended Time	Count	102.00	8.00	24.00	41.00	60.00	31.00	0.00	3.00	24.00	0.00	293.00
	Percentage	98.08%	57.14%	82.76%	95.35%	96.77%	88.57%	0.00%	7.50%	68.57%	0.00%	80.49%
"B" Special Location	Count	98.00	7.00	22.00	36.00	58.00	27.00	0.00	3.00	21.00	0.00	272.00
	Percentage	94.23%	50.00%	75.86%	83.72%	93.55%	77.14%	0.00%	7.50%	60.00%	0.00%	74.73%
"C" Use of Calcultrs.	Count	76.00	6.00	12.00	29.00	45.00	23.00	0.00	3.00	20.00	0.00	214.00
	Percentage	73.08%	42.86%	41.38%	67.44%	72.58%	65.71%	0.00%	7.50%	57.14%	0.00%	58.79%
"D" Record Oral Ans.	Count	55.00	4.00	15.00	31.00	40.00	16.00	0.00	2.00	12.00	0.00	175.00
	Percentage	52.88%	28.57%	51.72%	72.09%	64.52%	45.71%	0.00%	5.00%	34.29%	0.00%	48.08%
"E" Aud.Tape /Lge.Type	Count	32.00	2.00	12.00	19.00	29.00	15.00	0.00	1.00	13.00	0.00	123.00
	Percentage	30.77%	14.29%	41.38%	44.19%	46.77%	42.86%	0.00%	2.50%	37.14%	0.00%	33.79%
"F" Other	Count	25.00	2.00	1.00	8.00	6.00	1.00	0.00	0.00	2.00	0.00	45.00
	Percentage	24.04%	14.29%	3.45%	18.60%	9.68%	2.86%	0.00%	0.00%	5.71%	0.00%	12.36%
Respondents		104.00	14.00	29.00	43.00	62.00	35.00	1.00	40.00	35.00	1.00	364.00

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		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	Other	Unknown	Total
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	Percentage	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Top [illegible]	Count	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Percentage	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Top [illegible]	Count	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Percentage	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Top [illegible]	Count	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Percentage	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Top [illegible]	Count	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Percentage	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Top [illegible] Other	Count	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Percentage	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
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Count

Row Total

Column Total

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Instructional Program - Question 12a   Instructional areas preparing LDs for CC.
Ranking Scores

		Sp. Ed. Teacher	Gr. Ed. Teacher	Rg. Ed. Teacher	Guidance Counslr.	C.E.H. Planners.	Parent	Voc.Reh. Counslr.	Com.Col. Staff	Other	Unknown	Total
Top Advocacy/ Assert.	Score	198.00	28.00	37.00	55.00	86.00	58.00	0.00	74.00	58.00	0.00	547.00
	Mean Score	1.52	1.71	1.28	1.28	1.39	1.58	0.00	1.85	1.69	0.00	1.50
Top Compens. Strat.	Score	276.00	21.00	40.00	93.00	147.00	53.00	0.00	107.00	66.00	0.00	754.00
	Mean Score	2.17	1.50	1.46	2.16	2.37	1.46	0.00	2.75	1.89	0.00	2.07
Top Social Skills	Score	89.00	17.00	30.00	58.00	65.00	34.00	0.00	28.00	42.00	0.00	363.00
	Mean Score	0.86	1.21	1.03	1.26	1.05	0.97	0.00	0.72	1.20	0.00	0.99
Top [illegible]	Score	80.00	6.00	16.00	22.00	28.00	14.00	0.00	27.00	8.00	0.00	170.00
	Mean Score	0.58	0.48	0.55	0.51	0.32	0.40	0.00	0.68	0.23	0.00	0.41
Top [illegible] Job	Score	20.00	7.00	8.00	4.00	9.00	1.00	0.00	2.00	1.00	0.00	52.00
	Mean Score	0.19	0.50	0.28	0.09	0.15	0.03	0.00	0.05	0.03	0.00	0.14
Top [illegible]	Score	28.00	5.00	3.00	7.00	9.00	12.00	0.00	0.00	10.00	0.00	70.00
	Mean Score	0.21	0.36	0.10	0.16	0.15	0.34	0.00	0.00	0.29	0.00	0.19
Top [illegible]	Score	40.00	8.00	21.00	17.00	22.00	28.00	0.00	0.00	7.00	0.00	152.00
	Mean Score	0.36	0.57	0.72	0.40	0.35	0.80	0.00	0.00	0.20	0.00	0.42
Top Other	Score	12.00	0.00	2.00	3.00	1.00	0.00	0.00	6.00	8.00	0.00	32.00
	Mean Score	0.12	0.00	0.07	0.07	0.02	0.00	0.00	0.15	0.23	0.00	0.09
Respondents		108.00	14.00	29.00	43.00	62.00	35.00	1.00	40.00	35.00	1.00	368.00

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Crosstabulation:      SP13B      13b while instructional setting   SP13B      13b while instructional setting
                   By TITLE                                        TITLE
                                                   - - - -
                                                                                          - - - - Page  2 of  2
              Count  |Sp. Ed. |Gr. Ed. |Rg. Ed. |Guidance| C.O.H. |Parent   |Voc.Reh.|Com.Ind.|Other   |        |
 TITLE->             |Teacher |Teacher |Teacher | counsl |Therpst |         | Counslr| Staff  |        |        |   Row
                     |1       |2       |3       |4       |5       |6        |7       |8       |9       |10      |  Total
 SP13B       --------+--------+--------+--------+--------+--------+---------+--------+--------+--------+--------+
             1       |     76 |     12 |     20 |     28 |     56 |     30  |        |     33 |     26 |      1 |   281
   Part of Program   |        |        |        |        |        |         |        |        |        |        |  77.2
                     +--------+--------+--------+--------+--------+---------+--------+--------+--------+--------+
             2       |     28 |      5 |      7 |     12 |      6 |      4  |        |      6 |      8 |        |    74
   Separate Pullout  |        |        |        |        |        |         |        |        |        |        |  20.3
                     +--------+--------+--------+--------+--------+---------+--------+--------+--------+--------+
             6       |        |      1 |        |        |        |         |        |        |        |        |     1
                     |        |        |        |        |        |         |        |        |        |        |    .3
                     +--------+--------+--------+--------+--------+---------+--------+--------+--------+--------+
             8       |        |        |      1 |        |        |         |        |        |        |        |     1
                     |        |        |        |        |        |         |        |        |        |        |    .3
                     +--------+--------+--------+--------+--------+---------+--------+--------+--------+--------+
             9       |        |        |      1 |        |        |      1  |      1 |      1 |      3 |        |     7
                     |        |        |        |        |        |         |        |        |        |        |   1.9
                     +--------+--------+--------+--------+--------+---------+--------+--------+--------+--------+
             Column       104       17       29       40       62       35         1       40       35        1      364
 (Continued)  Total      28.6      4.7      8.0     11.0     17.0      9.6        .3     11.0      9.6       .3    100.0

                                          Missing observations =        0
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Instructional Program - Question 13 Responses   Schedule formats that should be used to help LDs in transition to CC.

		Sp. Ed. Teacher	Oc. Ed. Teacher	Rg. Ed. Teacher	Guidance Counslr.	C.O.H. Chairprs.	Parent	Voc.Reh. Counslr.	Com.Col. Staff	Other	Unknown	Total
"A" Extended Day	Count	14.00	1.00	7.00	3.00	11.00	5.00	0.00	7.00	8.00	0.00	56.00
	Percentage	13.46%	7.14%	24.14%	6.98%	17.74%	14.29%	0.00%	17.50%	22.86%	0.00%	15.38%
"B" Summer Program	Count	45.00	5.00	13.00	21.00	25.00	22.00	0.00	23.00	16.00	0.00	170.00
	Percentage	43.27%	35.71%	44.83%	48.84%	40.32%	62.86%	0.00%	57.50%	45.71%	0.00%	46.70%
"C" Flexible Diploma	Count	82.00	13.00	21.00	32.00	56.00	31.00	0.00	24.00	23.00	0.00	282.00
	Percentage	78.85%	92.86%	72.41%	74.42%	90.32%	88.57%	0.00%	60.00%	65.71%	0.00%	77.47%
"D" Other	Count	10.00	0.00	3.00	2.00	1.00	3.00	0.00	6.00	4.00	0.00	29.00
	Percentage	9.62%	0.00%	10.34%	4.65%	1.61%	8.57%	0.00%	15.00%	11.43%	0.00%	7.97%
Respondents		104.00	14.00	29.00	43.00	62.00	35.00	1.00	40.00	35.00	1.00	364.00

Instructional Program - Question 14 HS Guidance Counselor's role in LD transition to CC.
Ranking Scores

		Sp. Ed. Teacher	Gr. Ed. Teacher	Rg. Ed. Teacher	Guidance Counslr.	C.O.H. Chairprs.	Parent	Voc.Reh. Counslr.	Com.Col. Staff	Other	Unknown	Total
"A" Vocatnal. Assess.	Score	115.00	19.00	56.00	32.00	57.00	28.00	0.00	62.00	24.00	0.00	393.00
	Mean Score	1.11	1.36	1.93	0.74	0.92	0.80	0.00	1.55	0.69	0.00	1.08
"B" Career Orientatn.	Score	113.00	23.00	45.00	62.00	92.00	41.00	0.00	37.00	32.00	0.00	445.00
	Mean Score	1.09	1.64	1.55	1.44	1.48	1.17	0.00	0.93	0.91	0.00	1.22
"C" College Pln/Sel.	Score	153.00	19.00	31.00	74.00	110.00	54.00	0.00	58.00	71.00	0.00	570.00
	Mean Score	1.47	1.36	1.07	1.72	1.77	1.54	0.00	1.45	2.03	0.00	1.57
"D" Teacher Resource	Score	56.00	7.00	19.00	15.00	21.00	8.00	0.00	2.00	13.00	0.00	141.00
	Mean Score	0.54	0.50	0.66	0.35	0.34	0.23	0.00	0.05	0.37	0.00	0.39
"E" College Recrtmnt.	Score	43.00	5.00	7.00	17.00	20.00	10.00	0.00	8.00	13.00	0.00	123.00
	Mean Score	0.41	0.36	0.24	0.40	0.32	0.29	0.00	0.20	0.37	0.00	0.34
"F" Financl. Aid Info.	Score	22.00	2.00	4.00	6.00	7.00	8.00	0.00	1.00	5.00	0.00	55.00
	Mean Score	0.21	0.14	0.14	0.14	0.11	0.23	0.00	0.03	0.14	0.00	0.15
"G" Post-Matr. Followup	Score	17.00	0.00	8.00	4.00	4.00	8.00	0.00	13.00	16.00	0.00	70.00
	Mean Score	0.16	0.00	0.28	0.09	0.06	0.23	0.00	0.33	0.46	0.00	0.19
"H" Advocacy w/ CC Adm.	Score	78.00	6.00	5.00	45.00	48.00	29.00	0.00	46.00	30.00	0.00	287.00
	Mean Score	0.75	0.43	0.17	1.05	0.77	0.83	0.00	1.15	0.86	0.00	0.79
"I" Other	Score	8.00	0.00	0.00	2.00	0.00	0.00	0.00	7.00	6.00	0.00	23.00
	Mean Score	0.08	0.00	0.00	0.05	0.00	0.00	0.00	0.18	0.17	0.00	0.06
Respondents		104.00	14.00	29.00	43.00	62.00	35.00	1.00	40.00	35.00	1.00	364.00

Staff - Question 1 Responses Staff to develop LD transition program.

		Sp. Ed. Teacher	Oc. Ed. Teacher	Rg. Ed. Teacher	Guidance Counslr.	C.O.H. Chairprs.	Parent	Voc.Reh. Counslr.	Com.Col. Staff	Other	Unknown	Total
"A" Reg. Ed. Teacher	Count	26.00	6.00	12.00	9.00	10.00	10.00	0.00	10.00	8.00	0.00	91.00
	Percentage	25.00%	42.86%	41.38%	20.93%	16.13%	28.57%	0.00%	25.00%	22.86%	0.00%	25.00%
"B" Res. Rm. Teacher	Count	87.00	10.00	19.00	27.00	48.00	20.00	0.00	22.00	20.00	0.00	253.00
	Percentage	83.65%	71.43%	65.52%	62.79%	77.42%	57.14%	0.00%	55.00%	57.14%	0.00%	69.51%
"C" Sp. Cls. Teacher	Count	24.00	10.00	15.00	17.00	17.00	14.00	0.00	12.00	9.00	0.00	118.00
	Percentage	23.08%	71.43%	51.72%	39.53%	27.42%	40.00%	0.00%	30.00%	25.71%	0.00%	32.42%
"D" Occ. Ed. Teacher	Count	18.00	6.00	6.00	4.00	5.00	5.00	0.00	1.00	5.00	0.00	50.00
	Percentage	17.31%	42.86%	20.69%	9.30%	8.06%	14.29%	0.00%	2.50%	14.29%	0.00%	13.74%
"E" Psychol.	Count	28.00	4.00	9.00	8.00	18.00	12.00	0.00	7.00	9.00	0.00	95.00
	Percentage	26.92%	28.57%	31.03%	18.60%	29.03%	34.29%	0.00%	17.50%	25.71%	0.00%	26.10%
"F" Guidance Counslr.	Count	81.00	9.00	22.00	37.00	49.00	29.00	0.00	23.00	24.00	0.00	274.00
	Percentage	77.88%	64.29%	75.86%	86.05%	79.03%	82.86%	0.00%	57.50%	68.57%	0.00%	75.27%
"G" Parent	Count	57.00	7.00	7.00	25.00	33.00	22.00	0.00	20.00	13.00	0.00	184.00
	Percentage	54.81%	50.00%	24.14%	58.14%	53.23%	62.86%	0.00%	50.00%	37.14%	0.00%	50.55%
"H" Building Principal	Count	7.00	0.00	3.00	0.00	4.00	3.00	0.00	0.00	1.00	0.00	18.00
	Percentage	6.73%	0.00%	10.34%	0.00%	6.45%	8.57%	0.00%	0.00%	2.86%	0.00%	4.95%
"I" Voc Rehab. Counselor	Count	8.00	1.00	4.00	6.00	8.00	4.00	0.00	13.00	9.00	0.00	53.00
	Percentage	7.69%	7.14%	13.79%	13.95%	12.90%	11.43%	0.00%	32.50%	25.71%	0.00%	14.56%
"J" College Liason	Count	44.00	3.00	12.00	15.00	17.00	12.00	0.00	23.00	19.00	0.00	145.00
	Percentage	42.31%	21.43%	41.38%	34.88%	27.42%	34.29%	0.00%	57.50%	54.29%	0.00%	39.84%
"K" Other	Count	4.00	0.00	0.00	1.00	2.00	2.00	0.00	2.00	0.00	0.00	11.00
	Percentage	3.85%	0.00%	0.00%	2.33%	3.23%	5.71%	0.00%	5.00%	0.00%	0.00%	3.02%
Respondents		104.00	14.00	29.00	43.00	62.00	35.00	1.00	40.00	35.00	1.00	364.00

Staff - Question 2 Important training for professionals working in the area of LD transition to CC.
Ranking Scores

		Sp. Ed. Teacher	Oc. Ed. Teacher	Rg. Ed. Teacher	Guidance Counslr.	C.O.H. Chairprs.	Parent	Voc.Reh. Counslr.	Com.Col. Staff	Other	Unknown	Total
"A" Classrm. Strat.	Score	153.00	23.00	60.00	66.00	112.00	54.00	0.00	60.00	52.00	0.00	580.00
	Mean Score	1.47	1.64	2.07	1.53	1.81	1.54	0.00	1.50	1.49	0.00	1.59
"B" Explain Law/Regs.	Score	29.00	6.00	1.00	8.00	5.00	5.00	0.00	6.00	4.00	0.00	64.00
	Mean Score	0.28	0.43	0.03	0.19	0.08	0.14	0.00	0.15	0.11	0.00	0.18
"C" Needs Awareness	Score	153.00	27.00	60.00	75.00	90.00	73.00	0.00	74.00	58.00	0.00	610.00
	Mean Score	1.47	1.93	2.07	1.74	1.45	2.09	0.00	1.85	1.66	0.00	1.68
"D" Service Provision	Score	61.00	8.00	19.00	32.00	23.00	14.00	0.00	32.00	24.00	0.00	213.00
	Mean Score	0.59	0.57	0.66	0.74	0.37	0.40	0.00	0.80	0.69	0.00	0.59
"E" Tutoring Strat.	Score	38.00	6.00	1.00	14.00	30.00	0.00	0.00	12.00	12.00	0.00	113.00
	Mean Score	0.37	0.43	0.03	0.33	0.48	0.00	0.00	0.30	0.34	0.00	0.31
"F" Resource Avail.	Score	99.00	6.00	10.00	23.00	44.00	28.00	0.00	17.00	17.00	0.00	244.00
	Mean Score	0.95	0.43	0.34	0.53	0.71	0.80	0.00	0.43	0.49	0.00	0.67
"G" College Prereqs.	Score	43.00	8.00	11.00	24.00	41.00	13.00	0.00	18.00	21.00	0.00	179.00
	Mean Score	0.41	0.57	0.38	0.56	0.66	0.37	0.00	0.45	0.60	0.00	0.49
"H" Available Fin. Aid	Score	14.00	1.00	0.00	9.00	1.00	3.00	0.00	8.00	9.00	0.00	45.00
	Mean Score	0.13	0.07	0.00	0.21	0.02	0.09	0.00	0.20	0.26	0.00	0.12
"I" Counslng. Skills	Score	11.00	1.00	2.00	9.00	10.00	3.00	0.00	5.00	3.00	0.00	44.00
	Mean Score	0.11	0.07	0.07	0.21	0.16	0.09	0.00	0.13	0.09	0.00	0.12
"J" Interp. Test Rslt.	Score	13.00	0.00	1.00	0.00	7.00	8.00	0.00	5.00	7.00	0.00	41.00
	Mean Score	0.13	0.00	0.03	0.00	0.11	0.23	0.00	0.13	0.20	0.00	0.11
Respondents		104.00	14.00	29.00	43.00	62.00	35.00	1.00	40.00	35.00	1.00	364.00

Staff - Question 3 Support Services that help teachers with LD students.
Ranking Scores

		Sp. Ed. Teacher	Oc. Ed. Teacher	Rg. Ed. Teacher	Guidance Counslr.	C.O.H. Chairprs.	Parent	Voc.Reh. Counslr.	Com.Col. Staff	Other	Unknown	Total
"A" Aide or Assist.	Score	125.00	18.00	44.00	62.00	56.00	50.00	0.00	31.00	32.00	0.00	418.00
	Mean Score	1.20	1.29	1.52	1.44	0.90	1.43	0.00	0.78	0.91	0.00	1.15
"B" Teaching Team	Score	63.00	14.00	15.00	22.00	29.00	18.00	0.00	13.00	16.00	0.00	190.00
	Mean Score	0.61	1.00	0.52	0.51	0.47	0.51	0.00	0.33	0.46	0.00	0.52
"C" Inservice Training	Score	168.00	13.00	44.00	68.00	122.00	78.00	0.00	79.00	57.00	0.00	629.00
	Mean Score	1.62	0.93	1.52	1.58	1.97	2.23	0.00	1.98	1.63	0.00	1.73
"D" Planning Time	Score	127.00	16.00	35.00	51.00	64.00	21.00	0.00	24.00	35.00	0.00	373.00
	Mean Score	1.22	1.14	1.21	1.19	1.03	0.60	0.00	0.60	1.00	0.00	1.02
"E" Visitat. Time	Score	30.00	3.00	0.00	8.00	25.00	5.00	0.00	8.00	10.00	0.00	89.00
	Mean Score	0.29	0.21	0.00	0.19	0.40	0.14	0.00	0.20	0.29	0.00	0.24
"F" Access to Info.	Score	90.00	14.00	36.00	22.00	45.00	27.00	0.00	54.00	33.00	0.00	321.00
	Mean Score	0.87	1.00	1.24	0.51	0.73	0.77	0.00	1.35	0.94	0.00	0.88
"G" Other	Score	9.00	0.00	0.00	2.00	7.00	10.00	0.00	11.00	6.00	0.00	45.00
	Mean Score	0.09	0.00	0.00	0.05	0.11	0.29	0.00	0.28	0.17	0.00	0.12
Respondents		104.00	14.00	29.00	43.00	62.00	35.00	1.00	40.00	35.00	1.00	364.00

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Crosstabulation:     C1      Should be resp. for comm. LD info. C1       Should be resp. for comm. LD info. to CC
                  By TITLE                                     · TITLE
                                                          - - - -                                     - - - - Page  2 of  2

                Count  |Sp. Ed.  |Oc. Ed.  |Rg. Ed.  |Guidance| C.O.H.  |Parent   |Voc.Reh. |Com.Col. |Other    |         |
 TITLE->               |Teacher  |Teacher  |Teacher  | counslr|Chairprs |         | Counslr | Staff   |         |         |  Row
                       |A        |B        |C        |D       |E        |F        |G        |H        |I        |U        |  Total
C1             --------+---------+---------+---------+--------+---------+---------+---------+---------+---------+---------+
           A           |         |       1 |       2 |        |         |         |         |         |       1 |         |      4
  HSchool Principl     |         |         |         |        |         |         |         |         |         |         |    1.1
                       +---------+---------+---------+--------+---------+---------+---------+---------+---------+---------+
           B           |       5 |         |       1 |      3 |       3 |       2 |         |       1 |       3 |         |     18
  HSchool Psychol.     |         |         |         |        |         |         |         |         |         |         |    4.9
                       +---------+---------+---------+--------+---------+---------+---------+---------+---------+---------+
                       |      23 |       5 |       4 |      7 |       5 |       4 |         |       6 |       4 |         |     58
  Sp. Ed. Teacher      |         |         |         |        |         |         |         |         |         |         |   15.9
                       +---------+---------+---------+--------+---------+---------+---------+---------+---------+---------+
           D           |      53 |       5 |      13 |     26 |      41 |      15 |         |      13 |      11 |       1 |    178
  Guidance Counslr     |         |         |         |        |         |         |         |         |         |         |   48.9
                       +---------+---------+---------+--------+---------+---------+---------+---------+---------+---------+
           E           |       5 |       1 |       6 |      3 |       6 |       6 |         |         |       4 |         |     31
  COH Chr./Liason      |         |         |         |        |         |         |         |         |         |         |    8.5
                       +---------+---------+---------+--------+---------+---------+---------+---------+---------+---------+
           F           |      14 |       1 |       1 |      2 |       5 |       5 |         |      17 |       6 |         |     51
  Parent / Student     |         |         |         |        |         |         |         |         |         |         |   14.0
                       +---------+---------+---------+--------+---------+---------+---------+---------+---------+---------+
           G           |       2 |         |         |      1 |         |       2 |         |       3 |       4 |         |     12
  Other                |         |         |         |        |         |         |         |         |         |         |    3.3
                       +---------+---------+---------+--------+---------+---------+---------+---------+---------+---------+
           R           |       1 |         |         |        |         |         |         |         |         |         |      1
                       |         |         |         |        |         |         |         |         |         |         |     .3
                       +---------+---------+---------+--------+---------+---------+---------+---------+---------+---------+
           T           |       1 |         |       1 |      1 |       2 |         |         |         |         |         |      5
                       |         |         |         |        |         |         |         |         |         |         |    1.4
                       +---------+---------+---------+--------+---------+---------+---------+---------+---------+---------+
           U           |         |       1 |       1 |        |         |       1 |       1 |         |       2 |         |      6
                       |         |         |         |        |         |         |         |         |         |         |    1.6
                       +---------+---------+---------+--------+---------+---------+---------+---------+---------+---------+
               Column       104        14        29       43        62        35         1        40        35         1      364
(Continued)    Total       28.6       3.8       8.0     11.8      17.0       9.6        .3      11.0       9.6        .3    100.0

                                                              servations =        0
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Crosstabulation:     C2A      Best way to share info. about LD  C2A      Best way to share info. about LD
                  By TITLE                                    , TITLE
                                                      - - - -                                  - - - - Page  2 of  2

            Count   |Sp. Ed. |Oc. Ed. |Rg. Ed. |Guidance| C.O.H. |Parent  |Voc.Reh.|Com.Col.|Other   |        |  Row
 TITLE->            |Teacher |Teacher |Teacher | counslr|Chairprs|        | Counslr| Staff  |        |        |  Total
                    |A       |B       |C       |D       |E       |F       |G       |H       |I       |U       |
C2A        ---------+--------+--------+--------+--------+--------+--------+--------+--------+--------+--------+
          A         |     50 |      7 |     12 |     23 |     39 |     15 |        |     16 |     21 |        |   183
  Team Approach     |        |        |        |        |        |        |        |        |        |        |  50.3
                    +--------+--------+--------+--------+--------+--------+--------+--------+--------+--------+
          B         |     48 |      6 |     14 |     17 |     21 |     16 |        |     13 |     13 |      1 |   149
 Central Contact    |        |        |        |        |        |        |        |        |        |        |  40.9
                    +--------+--------+--------+--------+--------+--------+--------+--------+--------+--------+
          C         |      6 |        |      2 |      2 |      2 |      3 |        |      1 |      1 |        |    17
 Other              |        |        |        |        |        |        |        |        |        |        |   4.7
                    +--------+--------+--------+--------+--------+--------+--------+--------+--------+--------+
          U         |        |      1 |      1 |      1 |        |      1 |      1 |     10 |        |        |    15
                    |        |        |        |        |        |        |        |        |        |        |   4.1
                    +--------+--------+--------+--------+--------+--------+--------+--------+--------+--------+
            Column      104       14       29       43       62       35        1       40       35        1     364
(Continued)  Total     28.6      3.8      8.0     11.8     17.0      9.6       .3     11.0      9.6       .3   100.0

                                                    servations =        0
```

```
Page  26                          SPSS/PC+                                     SPSS/PC+                                      7/14/86

Crosstabulation:      C2B      Best 'team approach' to share LD : C2B      Best 'team approach' to share LD info.
                   By TITLE                                        - TITLE
                                                          - - - -                                            - - - - Page  2 of  2

               Count   |Sp. Ed.  |Oc. Ed.  |Rg. Ed.  |Guidance| C.O.H.  | Parent   |Voc.Reh.|Com.Col.|Other    |         |
 TITLE--               |Teacher  |Teacher  |Teacher  | counslr|Chairprs|          | Counslr| Staff   |         |         |  Row
                       |A        |B        |C        |D        |E        |F         |G        |H        |I        |U        |  Total
C2B           --------+---------+---------+---------+---------+---------+----------+---------+---------+---------+---------+
                       |    53   |     7   |    17   |    20   |    24   |    20    |     1   |    23   |    14   |     1   |   180
                       |         |         |         |         |         |          |         |         |         |         |  49.5
                       +---------+---------+---------+---------+---------+----------+---------+---------+---------+---------+
            A          |     6   |     2   |     5   |     2   |     6   |     6    |         |     3   |         |         |    30
  COH                  |         |         |         |         |         |          |         |         |         |         |   8.2
                       +---------+---------+---------+---------+---------+----------+---------+---------+---------+---------+
            B          |    28   |     3   |     4   |    17   |    23   |     3    |         |     4   |     7   |         |    89
  Building Team        |         |         |         |         |         |          |         |         |         |         |  24.5
                       +---------+---------+---------+---------+---------+----------+---------+---------+---------+---------+
            C          |         |         |         |         |     2   |          |         |         |         |         |     2
  District Team        |         |         |         |         |         |          |         |         |         |         |    .5
                       +---------+---------+---------+---------+---------+----------+---------+---------+---------+---------+
            D          |    16   |     2   |     3   |     3   |     7   |     5    |         |    10   |    12   |         |    58
  Intrdisc Team        |         |         |         |         |         |          |         |         |         |         |  15.9
                       +---------+---------+---------+---------+---------+----------+---------+---------+---------+---------+
            E          |     1   |         |         |         |         |          |         |         |     1   |         |     2
  Other                |         |         |         |         |         |          |         |         |         |         |    .5
                       +---------+---------+---------+---------+---------+----------+---------+---------+---------+---------+
            U          |         |         |         |     1   |         |     1    |         |         |     1   |         |     3
                       |         |         |         |         |         |          |         |         |         |         |    .8
                       +---------+---------+---------+---------+---------+----------+---------+---------+---------+---------+
              Column      104        14        29        43        62        35          1        40        35         1       364
(Continued)   Total      28.6       3.8       8.0      11.8      17.0       9.6         .3      11.0       9.6        .3     100.0

                                                          servations =        0
```

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```
                                     SPSS/PC+                                         SPSS/PC+                                   7/14/86
Crosstabulation:     E2C      Best 'central liason' to share LD  E2C      Best 'central liason' to share LD info.
                  By TITLE                                     · TITLE
                                                         - - - -                                              - - - - Page  2 of  2
TITLE-       Count |Sp. Ed. |Or. Ed. |Rg. Ed. |Guidance| C.D.M. |Parent  |Voc.Reh.|Com.Col.|Other   |        |
                   |Teacher |Teacher |Teacher | counslr|Chairprs|        | Counslr| Staff  |        |        |
E2C                |A       |B       |C       |D       |E       |I       |G       |H       |I       |U       | Row
           --------+--------+--------+--------+--------+--------+--------+--------+--------+--------+--------+ Total
                   |    57  |     8  |    15  |    26  |    40  |    19  |     1  |    28  |    22  |        |   216
                   |        |        |        |        |        |        |        |        |        |        |  59.3
                   +--------+--------+--------+--------+--------+--------+--------+--------+--------+--------+
            A      |     6  |     1  |     6  |     9  |     4  |     6  |        |     2  |     5  |        |    39
 Guidance Counslr  |        |        |        |        |        |        |        |        |        |        |  10.7
                   +--------+--------+--------+--------+--------+--------+--------+--------+--------+--------+
            B      |        |        |        |        |        |     1  |        |        |        |        |     1
  Social Worker    |        |        |        |        |        |        |        |        |        |        |    .3
                   +--------+--------+--------+--------+--------+--------+--------+--------+--------+--------+
            F      |     3  |        |        |     2  |     1  |     2  |        |     1  |     1  |        |    10
 Psychol.          |        |        |        |        |        |        |        |        |        |        |   2.7
                   +--------+--------+--------+--------+--------+--------+--------+--------+--------+--------+
            F      |     4 .|     2  |     2  |     1  |     3  |     3  |        |        |     1  |        |    16
  C.D.M. Chrprsn.  |        |  .     |        |        |        |        |        |        |        |        |   4.4
                   +--------+--------+--------+--------+--------+--------+--------+--------+--------+--------+
            G      |    30  |     3  |     4  |     3  |    10  |     2  |        |     6  |     3  |     1  |    62
 Sp. Ed. Teacher   |        |        |        |        |        |        |        |        |        |        |  17.0
                   +--------+--------+--------+--------+--------+--------+--------+--------+--------+--------+
            I      |     3  |        |     1  |     1  |     1  |     2  |        |     2  |     2  |        |    12
 Dir. of Sp. Ed.   |        |        |        |        |        |        |        |        |        |        |   3.3
                   +--------+--------+--------+--------+--------+--------+--------+--------+--------+--------+
            J      |        |        |        |     1  |     1  |        |        |     1  |     1  |        |     4
 Other             |        |        |        |        |        |        |        |        |        |        |   1.1
                   +--------+--------+--------+--------+--------+--------+--------+--------+--------+--------+
            U      |     1  |        |     1  |        |     2  |        |        |        |        |        |     4
                   |        |        |        |        |        |        |        |        |        |        |   1.1
                   +--------+--------+--------+--------+--------+--------+--------+--------+--------+--------+
            Column     104       14       29       43       62       35        1       40       35        1      364
(Continued)  Total    28.6      3.8      8.0     11.8     17.0      9.6       .3     11.0      9.6       .3    100.0

                                                         servations =        0
```

```
Page  30                    SPSS/PC+                                    SPSS/PC+                            7/14/86

Crosstabulation:    C3       Best way to share IEP info.        C3       Best way to share IEP info.
                 By TITLE                                      • TITLE
                                                        - - - -
                                                                                        - - - - Page  2 of  2
              Count  |Sp. Ed.  |Oc. Ed.  |Rg. Ed.  |Guidance| C.O.H.  | Parent   |Voc.Reh.|Com.Col.|Other    |         |
 TITLE->             |Teacher  |Teacher  |Teacher  | counslr|Chairprs|          | Counslr| Staff   |         |         |   Row
                     |A        |B        |C        |D       |E       | F        |G       |H        |I        |U        |  Total
C3         ----------+---------+---------+---------+--------+--------+----------+--------+---------+---------+---------+
              A      |    2    |    3    |    4    |    2   |    5   |     9    |        |    6    |    5    |         |    36
  COH Chr. Shares    |         |         |         |        |        |          |        |         |         |         |   9.9
                     +---------+---------+---------+--------+--------+----------+--------+---------+---------+---------+
              B      |   76    |    3    |   14    |   30   |   49   |    15    |        |   14    |   16    |    1    |   218
  Sp. Ed. Tch.Shrs   |         |         |         |        |        |          |        |         |         |         |  59.9
                     +---------+---------+---------+--------+--------+----------+--------+---------+---------+---------+
              C      |    9    |    1    |    3    |    2   |    3   |          |        |    6    |    2    |         |    26
  Central Location   |         |         |         |        |        |          |        |         |         |         |   7.1
                     +---------+---------+---------+--------+--------+----------+--------+---------+---------+---------+
              D      |   13    |    7    |    4    |    3   |    3   |     5    |        |    5    |    5    |         |    45
  LD Staff get cpy   |         |         |         |        |        |          |        |         |         |         |  12.4
                     +---------+---------+---------+--------+--------+----------+--------+---------+---------+---------+
              E      |    3    |         |    2    |    3   |        |     3    |        |    1    |    3    |         |    15
  Bld.Adm. Shares    |         |         |         |        |        |          |        |         |         |         |   4.1
                     +---------+---------+---------+--------+--------+----------+--------+---------+---------+---------+
              F      |    1    |         |    1    |    1   |    1   |     3    |        |    1    |    1    |         |     9
  Other              |         |         |         |        |        |          |        |         |         |         |   2.5
                     +---------+---------+---------+--------+--------+----------+--------+---------+---------+---------+
              T      |         |         |         |        |        |          |        |    1    |         |         |     1
                     |         |         |         |        |        |          |        |         |         |         |    .3
                     +---------+---------+---------+--------+--------+----------+--------+---------+---------+---------+
              U      |         |         |    1    |    2   |    1   |          |    1   |    6    |    3    |         |    14
                     |         |         |         |        |        |          |        |         |         |         |   3.8
                     +---------+---------+---------+--------+--------+----------+--------+---------+---------+---------+
             Column     104        14        29        43       62        35         1       40        35         1       364
(Continued)  Total      28.6       3.8       8.0      11.8     17.0       9.6        .3      11.0       9.6        .3     100.0

                                                        ervations =        0
```

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Page  32                        SPSS/PC+                               SPSS/PC+                                   7/14/86

Crosstabulation:      C4        Build. Admin. has critical role in C4        Build. Admin. has critical role in trans
                   By TITLE                                            · TITLE
                                                                 - - - -                               - - - - Page  2 of  2

               Count   |Sp. Ed.  |Oc. Ed.  |Rg. Ed.  |Guidance | C.O.H.  |Parent   |Voc.Reh. |Com.Col. |Other    |         |
 TITLE->               |Teacher  |Teacher  |Teacher  | counslr |Chairprs |         | Counslr | Staff   |         |         |  Row
                       |A        |B        |C        |D        |E        |F        |G        |H        |I        |U        |  Total
C4              --------+---------+---------+---------+---------+---------+---------+---------+---------+---------+---------+
                       |         |         |         |         |         |         |         |         |       1 |         |     1
                       |         |         |         |         |         |         |         |         |         |         |    .3
                       +---------+---------+---------+---------+---------+---------+---------+---------+---------+---------+
             A         |       5 |       1 |         |       4 |       6 |       3 |         |       9 |       9 |         |    37
  Strongly Agree       |         |         |         |         |         |         |         |         |         |         |  10.2
                       +---------+---------+---------+---------+---------+---------+---------+---------+---------+---------+
             B         |      17 |       4 |      13 |       9 |      12 |       7 |         |       6 |       7 |         |    75
  Agree                |         |         |         |         |         |         |         |         |         |         |  20.6
                       +---------+---------+---------+---------+---------+---------+---------+---------+---------+---------+
             C         |      56 |       7 |      13 |      22 |      34 |      10 |         |      14 |      12 |         |   168
  Disagree             |         |         |         |         |         |         |         |         |         |         |  46.2
                       +---------+---------+---------+---------+---------+---------+---------+---------+---------+---------+
             D         |      26 |       2 |       3 |       8 |       8 |      12 |         |       3 |       3 |       1 |    66
  Strongly Disagre     |         |         |         |         |         |         |         |         |         |         |  18.1
                       +---------+---------+---------+---------+---------+---------+---------+---------+---------+---------+
             G         |         |         |         |         |       1 |         |         |         |         |         |     1
                       |         |         |         |         |         |         |         |         |         |         |    .3
                       +---------+---------+---------+---------+---------+---------+---------+---------+---------+---------+
             U         |         |         |         |         |       1 |       3 |       1 |       8 |       3 |         |    16
                       |         |         |         |         |         |         |         |         |         |         |   4.4
                       +---------+---------+---------+---------+---------+---------+---------+---------+---------+---------+
              Column       104        14        29        43        62        35         1        40        35         1      364
(Continued)   Total       28.6       3.8       8.0      11.8      17.0       9.6        .3      11.0       9.6        .3    100.0

                                                                    servations =        0
```

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Communication - Question 5 Responses   Responsibilities that should be the Building Administrator's.

		Sp. Ed. Teacher	Oc. Ed. Teacher	Rg. Ed. Teacher	Guidance Counslr.	C.O.H. Chairprs.	Parent	Voc.Reh. Counslr.	Com.Col. Staff	Other	Unknown	Total
"A" Sharing IEP Info.	Count	14.00	5.00	9.00	5.00	8.00	10.00	0.00	3.00	9.00	0.00	63.00
	Percentage	13.46%	35.71%	31.03%	11.63%	12.90%	28.57%	0.00%	7.50%	25.71%	0.00%	17.31%
"B" Commun. w/ Agncs.	Count	24.00	6.00	8.00	5.00	7.00	14.00	0.00	11.00	10.00	0.00	85.00
	Percentage	23.08%	42.86%	27.59%	11.63%	11.29%	40.00%	0.00%	27.50%	28.57%	0.00%	23.35%
"C" Multidisc. Plng. Team	Count	63.00	5.00	12.00	26.00	33.00	17.00	0.00	23.00	22.00	0.00	201.00
	Percentage	60.58%	35.71%	41.38%	60.47%	53.23%	48.57%	0.00%	57.50%	62.86%	0.00%	55.22%
"D" Communic. w/ Staff	Count	72.00	8.00	21.00	23.00	36.00	28.00	0.00	20.00	21.00	0.00	229.00
	Percentage	69.23%	57.14%	72.41%	53.49%	58.06%	80.00%	0.00%	50.00%	60.00%	0.00%	62.91%
Respondents		104.00	14.00	29.00	43.00	62.00	35.00	1.00	40.00	35.00	1.00	364.00

Communication - Question 6 Parental Needs to aid in LD transition
Ranking Scores

		Sp. Ed. Teacher	Oc. Ed. Teacher	Rg. Ed. Teacher	Guidance Counslr.	C.O.H. Chairprs.	Parent	Voc.Reh. Counslr.	Com.Col. Staff	Other	Unknown	Total
"A"												
Realitic	Score	499.00	65.00	140.00	201.00	296.00	171.00	0.00	185.00	153.00	0.00	1710.00
Eval. Info.	Mean Score	4.80	4.64	4.83	4.67	4.77	4.89	0.00	4.63	4.37	0.00	4.70
"B"												
Options	Score	334.00	39.00	89.00	142.00	194.00	110.00	0.00	138.00	115.00	0.00	1161.00
Info.	Mean Score	3.21	2.79	3.07	3.30	3.13	3.14	0.00	3.45	3.29	0.00	3.19
"C"												
Fin. Aid	Score	157.00	22.00	39.00	57.00	93.00	50.00	0.00	59.00	53.00	0.00	530.00
Info.	Mean Score	1.51	1.57	1.34	1.33	1.50	1.43	0.00	1.48	1.51	0.00	1.46
"D"												
Career	Score	253.00	34.00	81.00	117.00	156.00	82.00	0.00	94.00	91.00	0.00	908.00
Orientatn.	Mean Score	2.43	2.43	2.79	2.72	2.52	2.34	0.00	2.35	2.60	0.00	2.49
"E"												
HS Program	Score	299.00	35.00	83.00	113.00	168.00	111.00	0.00	88.00	80.00	0.00	977.00
Planning	Mean Score	2.88	2.50	2.86	2.63	2.71	3.17	0.00	2.20	2.29	0.00	2.68
Respondents		104.00	14.00	29.00	43.00	62.00	35.00	1.00	40.00	35.00	1.00	364.00

Communication - Question 7 Information HS Staff needs from parents of CC-bound LDs.

Responses		Sp. Ed. Teacher	Oc. Ed. Teacher	Rg. Ed. Teacher	Guidance Counslr.	C.O.H. Chairprs.	Parent	Voc.Reh. Counslr.	Com.Col. Staff	Other	Unknown	Total
"A" X-Acdm. Strengths	Count	86.00	12.00	25.00	40.00	54.00	34.00	0.00	38.00	31.00	0.00	320.00
	Percentage	82.69%	85.71%	86.21%	93.02%	87.10%	97.14%	0.00%	95.00%	88.57%	0.00%	87.91%
"B" LDs Interests	Count	95.00	14.00	28.00	36.00	56.00	35.00	0.00	35.00	30.00	0.00	329.00
	Percentage	91.35%	100.00%	96.55%	83.72%	90.32%	100.00%	0.00%	87.50%	85.71%	0.00%	90.38%
"C" Family Fin. Stat.	Count	70.00	7.00	15.00	24.00	37.00	21.00	0.00	23.00	18.00	0.00	215.00
	Percentage	67.31%	50.00%	51.72%	55.81%	59.68%	60.00%	0.00%	57.50%	51.43%	0.00%	59.07%
"D" Geogrph. Prefrnce.	Count	55.00	6.00	13.00	26.00	38.00	15.00	0.00	20.00	15.00	0.00	188.00
	Percentage	52.88%	42.86%	44.83%	60.47%	61.29%	42.86%	0.00%	50.00%	42.86%	0.00%	51.65%
"E" Health Info.	Count	65.00	11.00	27.00	29.00	44.00	31.00	0.00	34.00	24.00	0.00	265.00
	Percentage	62.50%	78.57%	93.10%	67.44%	70.97%	88.57%	0.00%	85.00%	68.57%	0.00%	72.80%
"F" Other	Count	8.00	0.00	1.00	1.00	5.00	4.00	0.00	3.00	3.00	0.00	25.00
	Percentage	7.69%	0.00%	3.45%	2.33%	8.06%	11.43%	0.00%	7.50%	8.57%	0.00%	6.87%
Respondents		104.00	14.00	29.00	43.00	62.00	35.00	1.00	40.00	35.00	1.00	364.00

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Page  64                         SPSS/PC+                                    SPSS/PC+                               7/14/86

Crosstabulation:     C8A       CC office for liason with HS staf: C8A       CC office for liason with HS staff
                   By TITLE                                    y TITLE
                                                           - - - -                                        - - - - Page  2 of  2

              Count   |Sp. Ed.  |Oc. Ed.  |Rq. Ed.  |Guidance| C.O.H.  |Parent   |Voc.Reh.|Com.Col.|Other    |         |
 TITLE->              |Teacher  |Teacher  |Teacher  | counslr|Chairprs|          | Counslr| Staff   |         |         |  Row
                      |A        |B        |C        |D        |E        |F        |G        |H        |I        |U        |  Total
C8A          ---------+---------+---------+---------+---------+---------+---------+---------+---------+---------+---------+
          A           |     5   |     2   |         |         |         |     3   |         |     2   |     2   |         |    14
  Gn.Stud. Servc      |         |         |         |         |         |         |         |         |         |         |   3.8
                      +---------+---------+---------+---------+---------+---------+---------+---------+---------+---------+
          B           |    90   |    11   |    28   |    39   |    52   |    31   |     1   |    34   |    28   |     1   |   315
  Sp.Stud. Servces    |         |         |         |         |         |         |         |         |         |         |  86.5
                      +---------+---------+---------+---------+---------+---------+---------+---------+---------+---------+
          C           |     3   |         |         |     2   |     1   |         |         |     4   |     4   |         |    14
  Other               |         |         |         |         |         |         |         |         |         |         |   3.8
                      +---------+---------+---------+---------+---------+---------+---------+---------+---------+---------+
          T           |         |         |         |         |         |         |         |         |     1   |         |     1
                      |         |         |         |         |         |         |         |         |         |         |    .3
                      +---------+---------+---------+---------+---------+---------+---------+---------+---------+---------+
          U           |     6   |     1   |     1   |     2   |     9   |     1   |         |         |         |         |    20
                      |         |         |         |         |         |         |         |         |         |         |   5.5
                      +---------+---------+---------+---------+---------+---------+---------+---------+---------+---------+
             Column      104        14        29        43        62        35         1        40        35         1        364
(Continued)  Total      28.6       3.8       8.0      11.8      17.0       9.6        .3      11.0       9.6        .3      100.0

                                                        servations =        0
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Page  66                          SPSS/PC+                              SPSS/PC+                                  7/14/86

Crosstabulation:     CBR       Sp.Stud.Svcs. liason officer w/HS  CBR       Sp.Stud.Svcs. liason officer w/HS staff
                  By TITLE                                       / TITLE
                                                           - - - -                                 - - - - Page  2 of  2

              Count  |Sp. Ed.  |Oc. Ed.  |Rg. Ed.  |Guidance| C.O.H.  |Parent   |Voc.Reh.|Com.Col.|Other    |         |
 TITLE->             |Teacher  |Teacher  |Teacher  | counslr|Chairprs|          | Counslr| Staff   |         |         |  Row
                     |A        |B        |C        |D        |E        |F         |G        |H        |I        |U        |  Total
CBR         ---------+---------+---------+---------+---------+---------+----------+---------+---------+---------+---------+
                     |       2 |       1 |       1 |         |         |        1 |         |       2 |       2 |         |     9
                     |         |         |         |         |         |          |         |         |         |         |   2.5
                     +---------+---------+---------+---------+---------+----------+---------+---------+---------+---------+
             A       |      14 |       4 |       8 |      10 |      13 |        5 |         |       8 |       7 |         |    69
 HC Stud. Svc.Dir    |         |         |         |         |         |          |         |         |         |         |  19.0
                     +---------+---------+---------+---------+---------+----------+---------+---------+---------+---------+
             B       |      46 |       3 |      18 |      17 |      25 |       22 |         |       4 |      11 |       1 |   147
 Sp. Ed. Coordin.    |         |         |         |         |         |          |         |         |         |         |  40.4
                     +---------+---------+---------+---------+---------+----------+---------+---------+---------+---------+
             C       |      14 |         |       1 |       6 |       2 |        2 |         |      11 |       7 |         |    43
 Disbl.St Counslr    |         |         |         |         |         |          |         |         |         |         |  11.8
                     +---------+---------+---------+---------+---------+----------+---------+---------+---------+---------+
             D       |      12 |       2 |         |       4 |       8 |        1 |         |       7 |       3 |         |    37
 Col.Ass. Prg.Crd    |         |         |         |         |         |          |         |         |         |         |  10.2
                     +---------+---------+---------+---------+---------+----------+---------+---------+---------+---------+
             E       |       3 |       1 |       1 |       2 |         |          |       1 |       5 |       1 |         |    14
 Other               |         |         |         |         |         |          |         |         |         |         |   3.8
                     +---------+---------+---------+---------+---------+----------+---------+---------+---------+---------+
             T       |         |         |         |         |         |          |         |       1 |       1 |         |     2
                     |         |         |         |         |         |          |         |         |         |         |    .5
                     +---------+---------+---------+---------+---------+----------+---------+---------+---------+---------+
             U       |      13 |       3 |         |       4 |      14 |        4 |         |       2 |       3 |         |    43
                     |         |         |         |         |         |          |         |         |         |         |  11.8
                     +---------+---------+---------+---------+---------+----------+---------+---------+---------+---------+
            Column       104        14        29        43        62         35          1        40        35          1      364
(Continued)  Total      28.6       3.8       8.0      11.8      17.0        9.6         .3      11.0       9.6         .3    100.0

                                                               servations =        0
```

Resources - Question 1a Important resources for college-bound LDs.
Ranking Scores

		Sp. Ed. Teacher	Oc. Ed. Teacher	Rg. Ed. Teacher	Guidance Counslr.	C.O.H. Chairprs.	Parent	Voc.Reh. Counslr.	Com.Col. Staff	Other	Unknown	Total
"A" Taped Texts	Score	126.00	8.00	26.00	33.00	62.00	20.00	0.00	41.00	38.00	0.00	354.00
	Mean Score	1.21	0.57	0.90	0.77	1.00	0.57	0.00	1.03	1.09	0.00	0.97
"B" Big Prnt Books	Score	8.00	2.00	5.00	6.00	0.00	0.00	0.00	2.00	2.00	0.00	25.00
	Mean Score	0.08	0.14	0.17	0.14	0.00	0.00	0.00	0.05	0.06	0.00	0.07
"C" Audio Recorder	Score	80.00	13.00	24.00	41.00	62.00	35.00	0.00	51.00	27.00	0.00	333.00
	Mean Score	0.77	0.93	0.83	0.95	1.00	1.00	0.00	1.28	0.77	0.00	0.91
"D" Video Recorder	Score	25.00	13.00	16.00	19.00	12.00	14.00	0.00	6.00	6.00	0.00	111.00
	Mean Score	0.24	0.93	0.55	0.44	0.19	0.40	0.00	0.15	0.17	0.00	0.30
"E" Computer	Score	143.00	11.00	38.00	41.00	93.00	41.00	0.00	50.00	57.00	0.00	474.00
	Mean Score	1.38	0.79	1.31	0.95	1.50	1.17	0.00	1.25	1.63	0.00	1.30
"F" Typewrtr	Score	35.00	6.00	1.00	8.00	24.00	6.00	0.00	2.00	4.00	0.00	86.00
	Mean Score	0.34	0.43	0.03	0.19	0.39	0.17	0.00	0.05	0.11	0.00	0.24
"G" Prepared Notes	Score	134.00	8.00	13.00	36.00	65.00	43.00	0.00	26.00	35.00	0.00	360.00
	Mean Score	1.29	0.57	0.45	0.84	1.05	1.23	0.00	0.65	1.00	0.00	0.99
"H" Calcultr	Score	53.00	7.00	7.00	25.00	28.00	29.00	0.00	8.00	7.00	0.00	164.00
	Mean Score	0.51	0.50	0.24	0.58	0.45	0.83	0.00	0.20	0.20	0.00	0.45
"I" Kurzweil Reader	Score	4.00	0.00	6.00	1.00	0.00	1.00	0.00	7.00	0.00	0.00	19.00
	Mean Score	0.04	0.00	0.21	0.02	0.00	0.03	0.00	0.18	0.00	0.00	0.05
"J" Visualtk Machine	Score	0.00	0.00	2.00	3.00	0.00	0.00	0.00	2.00	0.00	0.00	7.00
	Mean Score	0.00	0.00	0.07	0.07	0.00	0.00	0.00	0.05	0.00	0.00	0.02
"K" Other	Score	17.00	0.00	0.00	6.00	7.00	3.00	0.00	11.00	4.00	0.00	48.00
	Mean Score	0.16	0.00	0.00	0.14	0.11	0.09	0.00	0.28	0.11	0.00	0.13
Respondents		104.00	14.00	29.00	43.00	62.00	35.00	1.00	40.00	35.00	1.00	364.00

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Crosstabulation:     RIP        Factor affecting avail. of rls res  RIP       Factor affecting avail. of rls resources
                  By TITLE                                          y TITLE
                                                               - - - -
                                                                                                          - - - - Page  2 of  2
            Count  |Sp. Ed.  |Or. Ed.  |Rg. Ed.  |Guidance| C.U.M.  ||Parent    |Voc.Reh.|Com.Col.|Other    |         |
 TITLE->           |Teacher  |Teacher  |Teacher  | counslr|Chairprs||          | Counslr| Staff  |         |         |
                   |A        |B        |C        |D       |E        | F        |G       |H       |I        |U        |  Row
RIP         --------+---------+---------+---------+--------+---------+----------+--------+--------+---------+---------+ Total
          A        |      37 |       5 |      15 |     16 |      17 |       18 |        |     17 |      18 |       1 |
  Funding          |         |         |         |        |         |          |        |        |         |         |   144
                   +---------+---------+---------+--------+---------+----------+--------+--------+---------+---------+  39.6
          B        |      40 |       1 |       7 |     17 |      18 |       10 |        |      9 |       9 |         |
  Resource Knowldg |         |         |         |        |         |          |        |        |         |         |   111
                   +---------+---------+---------+--------+---------+----------+--------+--------+---------+---------+  30.5
          C        |      21 |       5 |       2 |      9 |      21 |        4 |        |      9 |       6 |         |
  Ability of LD    |         |         |         |        |         |          |        |        |         |         |    77
                   +---------+---------+---------+--------+---------+----------+--------+--------+---------+---------+  21.2
          D        |       1 |         |       2 |      1 |       1 |          |        |      3 |       1 |         |
  Other            |         |         |         |        |         |          |        |        |         |         |     9
                   +---------+---------+---------+--------+---------+----------+--------+--------+---------+---------+   2.5
          F        |         |         |         |        |       1 |          |        |        |         |         |
                   |         |         |         |        |         |          |        |        |         |         |     1
                   +---------+---------+---------+--------+---------+----------+--------+--------+---------+---------+    .3
          T        |         |         |         |        |         |          |        |      1 |         |         |
                   |         |         |         |        |         |          |        |        |         |         |     1
                   +---------+---------+---------+--------+---------+----------+--------+--------+---------+---------+    .3
 8        U        |       5 |       3 |       3 |        |       4 |        3 |      1 |      1 |       1 |         |
                   |         |         |         |        |         |          |        |        |         |         |    21
                   +---------+---------+---------+--------+---------+----------+--------+--------+---------+---------+   5.8
            Column      104        14        29       43        62         35        1       40        35          1      364
(Continued)  Total     28.6       3.8       8.0     11.8      17.0        9.6       .3     11.0       9.6         .3    100.0

                                                    servations =        0
```

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Page 164                     SPSS/PC+                                SPSS/PC+                           7/14/86

Crosstabulation:     RIC       Most accessible source of rla reso RIC      Most accessible source of rla resources
                  By TITLE                                           TITLE
                                                       - - - -                                        - - - - Page  2 of  2

              Count   |Sp. Ed.  |Oc. Ed.  |Rg. Ed.  |Guidance| C.O.H.  | Parent   |Voc.Reh.|Com.Col.|Other    |         |
 TITLE->              |Teacher  |Teacher  |Teacher  | counslr|Chairprs|          | Counslr| Staff  |         |         |   Row
                      |A        |B        |C        |D       |E       | F        |G       |H       |I        |U        |  Total
RIC          ---------+---------+---------+---------+--------+--------+ ---------+--------+--------+---------+---------+
          A           |    10   |     4   |     5   |     5  |     6  |     1    |        |     4  |     5   |         |    40
 BOCES                |         |         |         |        |        |          |        |        |         |         |  11.0
                      +---------+---------+---------+--------+--------+ ---------+--------+--------+---------+---------+
          B           |    33   |     3   |     5   |    10  |    10  |    12    |        |     2  |     6   |     1   |    82
 SETRC                |         |         |         |        |        |          |        |        |         |         |  22.5
                      +---------+---------+---------+--------+--------+ ---------+--------+--------+---------+---------+
          C           |    39   |     3   |    16   |    24  |    30  |    14    |        |     8  |    14   |         |   148
  School District     |         |         |         |        |        |          |        |        |         |         |  40.7
                      +---------+---------+---------+--------+--------+ ---------+--------+--------+---------+---------+
          D           |     4   |         |         |        |     6  |          |        |     4  |     1   |         |    15
 Clearing House       |         |         |         |        |        |          |        |        |         |         |   4.1
                      +---------+---------+---------+--------+--------+ ---------+--------+--------+---------+---------+
          E           |     9   |         |         |        |     6  |     3    |        |     9  |     4   |         |    31
 Other                |         |         |         |        |        |          |        |        |         |         |   8.5
                      +---------+---------+---------+--------+--------+ ---------+--------+--------+---------+---------+
          F           |         |         |         |        |     1  |          |        |        |         |         |     1
                      |         |         |         |        |        |          |        |        |         |         |    .3
                      +---------+---------+---------+--------+--------+ ---------+--------+--------+---------+---------+
   81     T           |         |         |     1   |     1  |        |          |        |        |         |         |     2
                      |         |         |         |        |        |          |        |        |         |         |    .5
                      +---------+---------+---------+--------+--------+ ---------+--------+--------+---------+---------+
          U           |     9   |     4   |     2   |     3  |     3  |     5    |     1  |    13  |     5   |         |    45
                      |         |         |         |        |        |          |        |        |         |         |  12.4
                      +---------+---------+---------+--------+--------+ ---------+--------+--------+---------+---------+
             Column       104        14        29       43       62        35        1       40       35         1       364
(Continued)  Total       28.6       3.8       8.0     11.8     17.0       9.6       .3     11.0      9.6        .3     100.0

                                                        servations =       0
```

Resources - Question 2 Responses   Sources of Financial Aid used by LDs

		Sp. Ed. Teacher	Oc. Ed. Teacher	Rg. Ed. Teacher	Guidance Counslr.	C.O.H. Chairprs.	Parent	Voc.Reh. Counslr.	Com.Col. Staff	Other	Unknown	Total
"A" Regents Schlrshp.	Count	8.00	0.00	2.00	9.00	8.00	6.00	0.00	4.00	9.00	0.00	46.00
	Percentage	7.69%	0.00%	6.90%	20.93%	12.90%	17.14%	0.00%	10.00%	25.71%	0.00%	12.64%
"B" Pell,TAP - State	Count	42.00	4.00	11.00	36.00	25.00	13.00	1.00	39.00	23.00	0.00	194.00
	Percentage	40.38%	28.57%	37.93%	83.72%	40.32%	37.14%	100.00%	97.50%	65.71%	0.00%	53.30%
"C" National Direct	Count	30.00	2.00	5.00	26.00	18.00	12.00	1.00	19.00	25.00	0.00	138.00
	Percentage	28.85%	14.29%	17.24%	60.47%	29.03%	34.29%	100.00%	47.50%	71.43%	0.00%	37.91%
"D" Guarantd Std. Ln.	Count	36.00	2.00	5.00	31.00	23.00	11.00	1.00	30.00	25.00	0.00	164.00
	Percentage	34.62%	14.29%	17.24%	72.09%	37.10%	31.43%	100.00%	75.00%	71.43%	0.00%	45.05%
"E" School Schlrshp.	Count	16.00	2.00	3.00	15.00	10.00	5.00	0.00	7.00	10.00	0.00	68.00
	Percentage	15.38%	14.29%	10.34%	34.88%	16.13%	14.29%	0.00%	17.50%	28.57%	0.00%	18.68%
"F" O.V.R. Funding	Count	30.00	4.00	5.00	26.00	23.00	5.00	1.00	36.00	22.00	0.00	152.00
	Percentage	28.85%	28.57%	17.24%	60.47%	37.10%	14.29%	100.00%	90.00%	62.86%	0.00%	41.76%
"G" Soc. Sec. Admin.	Count	13.00	2.00	7.00	18.00	16.00	2.00	0.00	17.00	15.00	0.00	90.00
	Percentage	12.50%	14.29%	24.14%	41.86%	25.81%	5.71%	0.00%	42.50%	42.86%	0.00%	24.73%
"H" Private/ Foundatn.	Count	17.00	1.00	5.00	11.00	13.00	8.00	0.00	7.00	13.00	0.00	75.00
	Percentage	16.35%	7.14%	17.24%	25.58%	20.97%	22.86%	0.00%	17.50%	37.14%	0.00%	20.60%
"I" Service Org. Schl.	Count	13.00	3.00	5.00	18.00	15.00	8.00	0.00	6.00	11.00	0.00	79.00
	Percentage	12.50%	21.43%	17.24%	41.86%	24.19%	22.86%	0.00%	15.00%	31.43%	0.00%	21.70%
"J" Other	Count	1.00	0.00	0.00	3.00	3.00	0.00	0.00	3.00	1.00	0.00	11.00
	Percentage	0.96%	0.00%	0.00%	6.98%	4.84%	0.00%	0.00%	7.50%	2.86%	0.00%	3.02%
Respondents		104.00	14.00	29.00	43.00	62.00	35.00	1.00	40.00	35.00	1.00	364.00

Resources - Question 3 Groups Informing/Assisting CC-bound LDs.
Responses

		Sp. Ed. Teacher	Oc. Ed. Teacher	Rg. Ed. Teacher	Guidance Counslr.	C.O.H. Chairprs.	Parent	Voc.Reh. Counslr.	Com.Col. Staff	Other	Unknown	Total
"A" Off. Voc. Rehab.	Count	40.00	4.00	5.00	1.00	27.00	12.00	1.00	33.00	21.00	0.00	144.00
	Percentage	38.46%	28.57%	17.24%	2.33%	43.55%	34.29%	100.00%	82.50%	60.00%	0.00%	39.56%
"B" NYALD	Count	33.00	2.00	4.00	11.00	21.00	10.00	1.00	19.00	15.00	0.00	116.00
	Percentage	31.73%	14.29%	13.79%	25.58%	33.87%	28.57%	100.00%	47.50%	42.86%	0.00%	31.87%
"C" ACLD	Count	33.00	0.00	3.00	10.00	21.00	7.00	1.00	18.00	13.00	0.00	106.00
	Percentage	31.73%	0.00%	10.34%	23.26%	33.87%	20.00%	100.00%	45.00%	37.14%	0.00%	29.12%
"D" NYSAD	Count	8.00	0.00	2.00	4.00	8.00	5.00	0.00	7.00	6.00	0.00	40.00
	Percentage	7.69%	0.00%	6.90%	9.30%	12.90%	14.29%	0.00%	17.50%	17.14%	0.00%	10.99%
"E" Soc. Sec. Admin.	Count	4.00	1.00	1.00	7.00	3.00	0.00	0.00	3.00	2.00	0.00	21.00
	Percentage	3.85%	7.14%	3.45%	16.28%	4.84%	0.00%	0.00%	7.50%	5.71%	0.00%	5.77%
"F" OECHC	Count	22.00	0.00	2.00	10.00	22.00	6.00	0.00	5.00	7.00	0.00	74.00
	Percentage	21.15%	0.00%	6.90%	23.26%	35.48%	17.14%	0.00%	12.50%	20.00%	0.00%	20.33%
"G" Private Agencies	Count	14.00	0.00	1.00	3.00	8.00	4.00	0.00	3.00	6.00	0.00	39.00
	Percentage	13.46%	0.00%	3.45%	6.98%	12.90%	11.43%	0.00%	7.50%	17.14%	0.00%	10.71%
"H" Other	Count	13.00	0.00	0.00	2.00	5.00	3.00	0.00	4.00	4.00	0.00	31.00
	Percentage	12.50%	0.00%	0.00%	4.65%	8.06%	8.57%	0.00%	10.00%	11.43%	0.00%	8.52%
Respondents		104.00	14.00	29.00	43.00	62.00	35.00	1.00	40.00	35.00	1.00	364.00

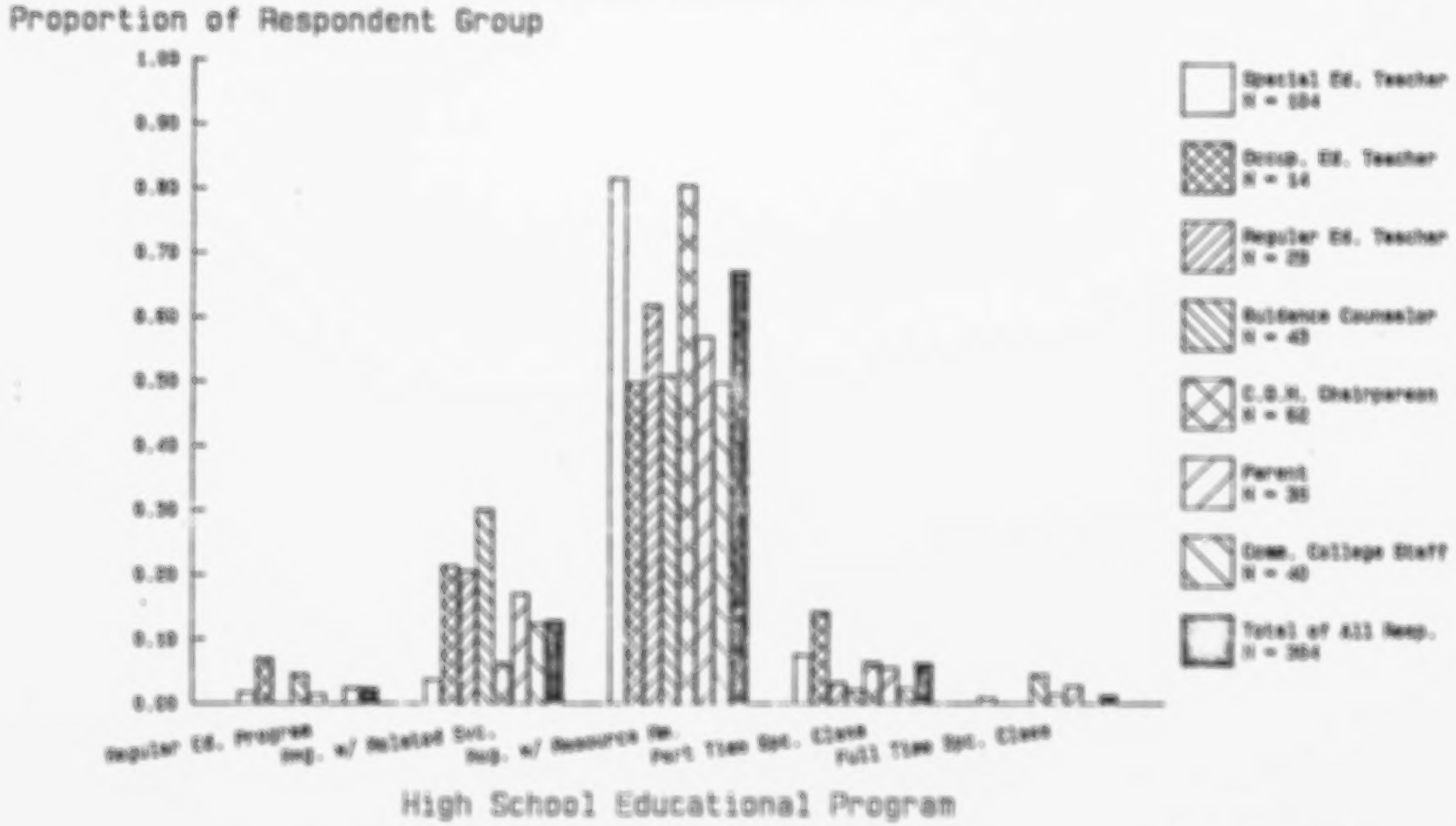
Resources - Question 4 Responses   Support Services Available to LDs in CC.

		Sp. Ed. Teacher	Oc. Ed. Teacher	Rg. Ed. Teacher	Guidance Counslr.	C.O.H. Chairprs.	Parent	Voc.Reh. Counslr.	Com.Col. Staff	Other	Unknown	Total
"A" Academic Planning	Count	42.00	5.00	10.00	25.00	19.00	9.00	1.00	38.00	20.00	0.00	169.00
	Percentage	40.38%	35.71%	34.48%	58.14%	30.65%	25.71%	100.00%	95.00%	57.14%	0.00%	46.43
"B" LD Specists	Count	25.00	1.00	8.00	18.00	14.00	8.00	1.00	16.00	11.00	0.00	102.00
	Percentage	24.04%	7.14%	27.59%	41.86%	22.58%	22.86%	100.00%	40.00%	31.43%	0.00%	28.02
"C" Tutors	Count	51.00	4.00	13.00	26.00	23.00	8.00	1.00	40.00	24.00	0.00	190.00
	Percentage	49.04%	28.57%	44.83%	60.47%	37.10%	22.86%	100.00%	100.00%	68.57%	0.00%	52.20
"D" Technol. Equipmt.	Count	32.00	1.00	7.00	15.00	17.00	5.00	1.00	35.00	23.00	0.00	136.00
	Percentage	30.77%	7.14%	24.14%	34.88%	27.42%	14.29%	100.00%	87.50%	65.71%	0.00%	37.36
"E" Ed.Diag./ Pres. Svc.	Count	20.00	0.00	5.00	13.00	13.00	2.00	1.00	23.00	9.00	0.00	86.00
	Percentage	19.23%	0.00%	17.24%	30.23%	20.97%	5.71%	100.00%	57.50%	25.71%	0.00%	23.63
"F" Alt.Tst. Techniq.	Count	32.00	2.00	8.00	21.00	19.00	7.00	1.00	37.00	24.00	0.00	151.00
	Percentage	30.77%	14.29%	27.59%	48.84%	30.65%	20.00%	100.00%	92.50%	68.57%	0.00%	41.48
"G" Study Labs	Count	35.00	2.00	9.00	19.00	18.00	6.00	1.00	36.00	19.00	0.00	145.00
	Percentage	33.65%	14.29%	31.03%	44.19%	29.03%	17.14%	100.00%	90.00%	54.29%	0.00%	39.84
"H" Personal Counseing	Count	41.00	4.00	14.00	27.00	24.00	8.00	1.00	38.00	24.00	0.00	181.00
	Percentage	39.42%	28.57%	48.28%	62.79%	38.71%	22.86%	100.00%	95.00%	68.57%	0.00%	49.73
"I" Planning Courses	Count	21.00	3.00	5.00	19.00	16.00	4.00	1.00	27.00	15.00	0.00	111.00
	Percentage	20.19%	21.43%	17.24%	44.19%	25.81%	11.43%	100.00%	67.50%	42.86%	0.00%	30.49
"J" Other	Count	2.00	0.00	1.00	0.00	0.00	0.00	0.00	8.00	3.00	0.00	14.00
	Percentage	1.92%	0.00%	3.45%	0.00%	0.00%	0.00%	0.00%	20.00%	8.57%	0.00%	3.85
Respondents		104.00	14.00	29.00	43.00	62.00	35.00	1.00	40.00	35.00	1.00	364.00

Resources - Question 5 OVR Counselor's role in LD transition to CC.
Responses

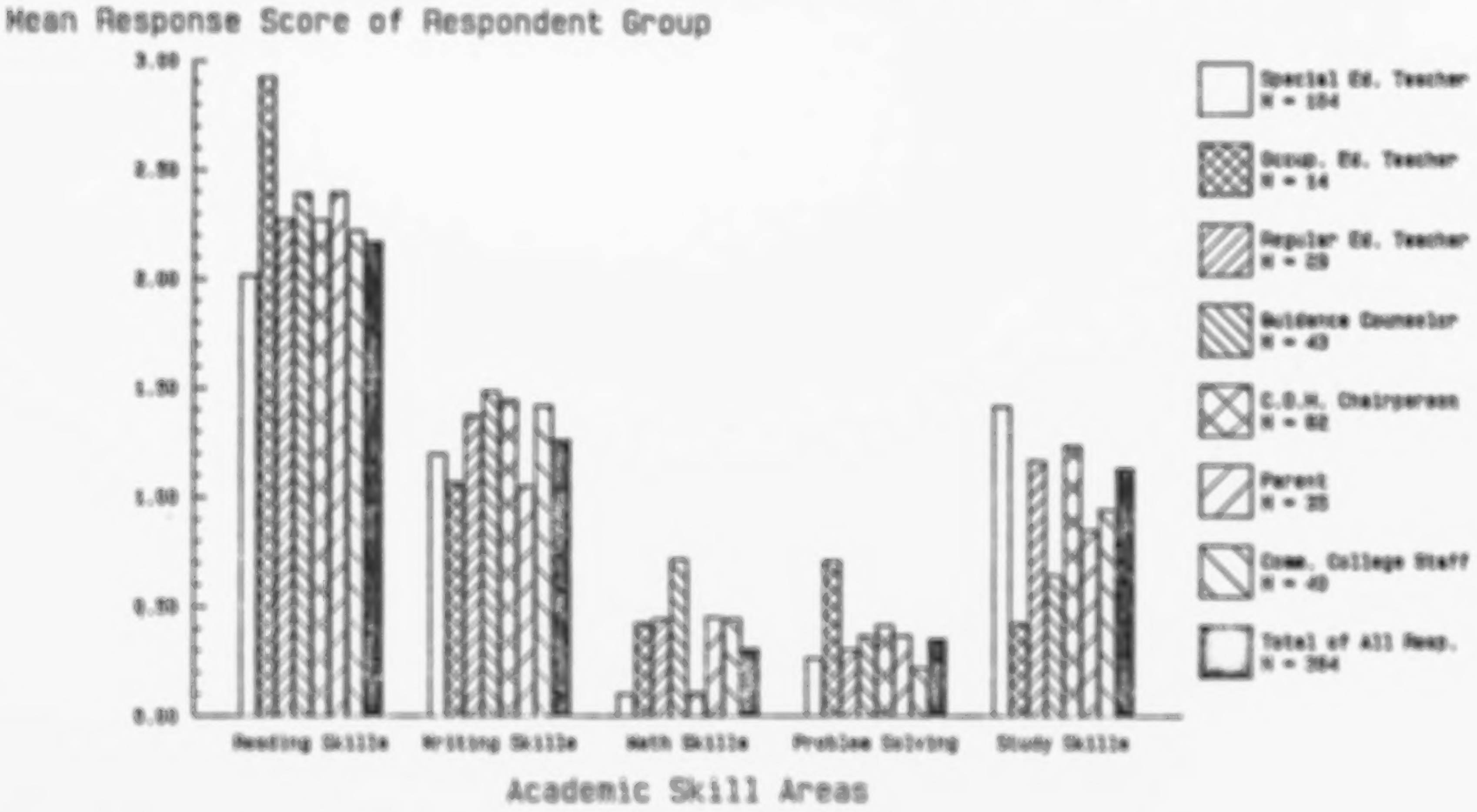
		Sp. Ed. Teacher	Oc. Ed. Teacher	Rg. Ed. Teacher	Guidance Counslr.	C.O.H. Chairprs.	Parent	Voc.Reh. Counslr.	Com.Col. Staff	Other	Unknown	Total
"A" Vocatnl. Eval.	Count	78.00	10.00	17.00	34.00	46.00	21.00	1.00	36.00	24.00	0.00	267.00
	Percentage	75.00%	71.43%	58.62%	79.07%	74.19%	60.00%	100.00%	90.00%	68.57%	0.00%	73.35%
"B" Career Explrtn.	Count	80.00	8.00	18.00	32.00	39.00	22.00	1.00	35.00	28.00	0.00	263.00
	Percentage	76.92%	57.14%	62.07%	74.42%	62.90%	62.86%	100.00%	87.50%	80.00%	0.00%	72.25%
"C" Guidance/ Counslg.	Count	82.00	13.00	19.00	31.00	45.00	25.00	1.00	36.00	27.00	0.00	279.00
	Percentage	78.85%	92.86%	65.52%	72.09%	72.58%	71.43%	100.00%	90.00%	77.14%	0.00%	76.65%
"D" College Plan/Sel.	Count	80.00	11.00	21.00	31.00	44.00	23.00	1.00	38.00	27.00	0.00	276.00
	Percentage	76.92%	78.57%	72.41%	72.09%	70.97%	65.71%	100.00%	95.00%	77.14%	0.00%	75.82%
"E" Financl. Assist.	Count	69.00	8.00	13.00	32.00	45.00	16.00	1.00	39.00	27.00	0.00	250.00
	Percentage	66.35%	57.14%	44.83%	74.42%	72.58%	45.71%	100.00%	97.50%	77.14%	0.00%	68.68%
"F" Other	Count	12.00	0.00	7.00	4.00	7.00	9.00	0.00	2.00	10.00	3.00	54.00
	Percentage	11.54%	0.00%	24.14%	9.30%	11.29%	25.71%	0.00%	5.00%	28.57%	300.00%	14.84%
Respondents		104.00	14.00	29.00	43.00	62.00	35.00	1.00	40.00	35.00	1.00	364.00

Most Common High School Educational Program for Community College Bound Students with Learning Disabilities



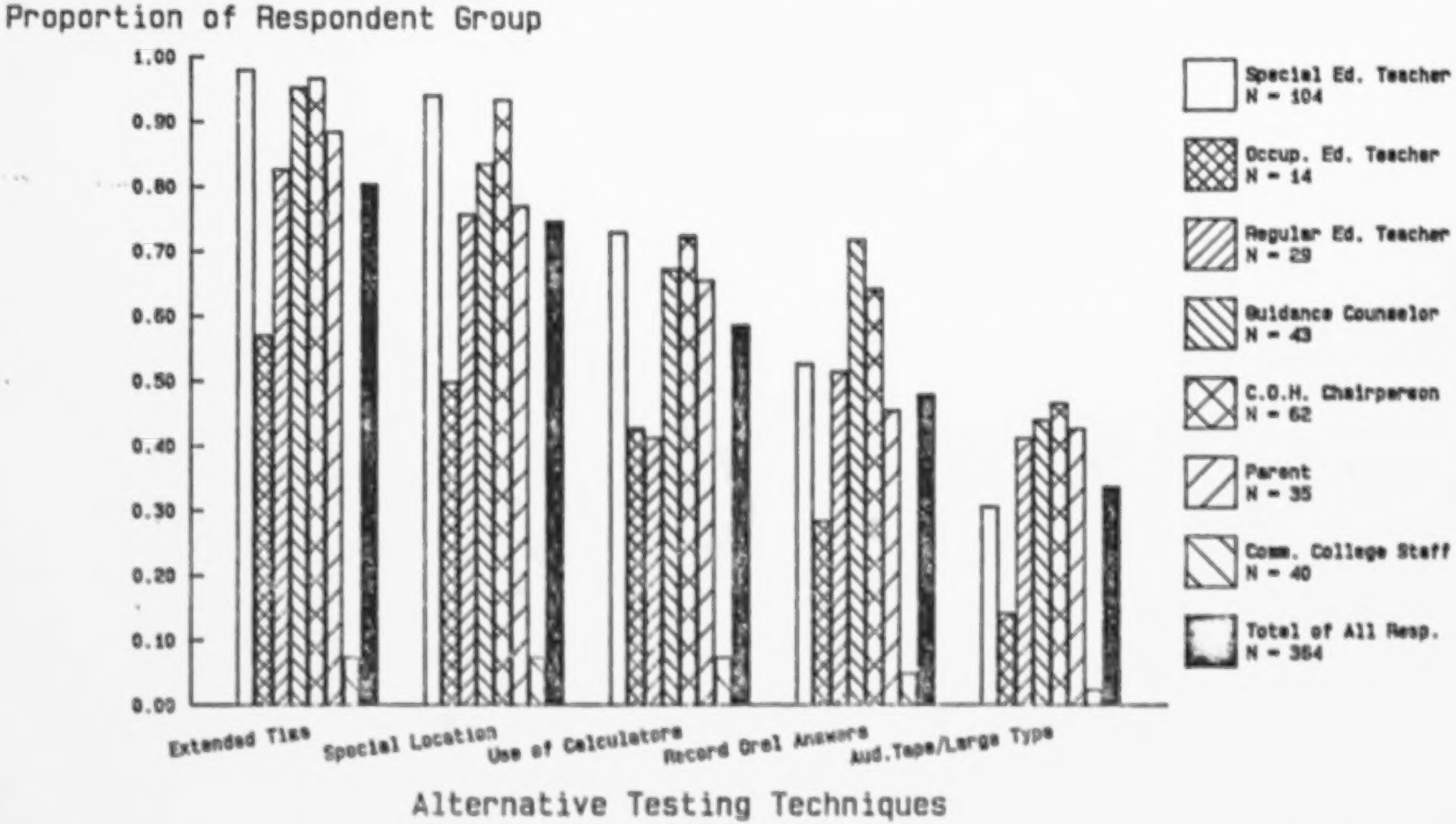
Respondents chose one type of program.

Academic Skills Considered Most Effective in Aiding the Transition to Community College of Students with Learning Disabilities



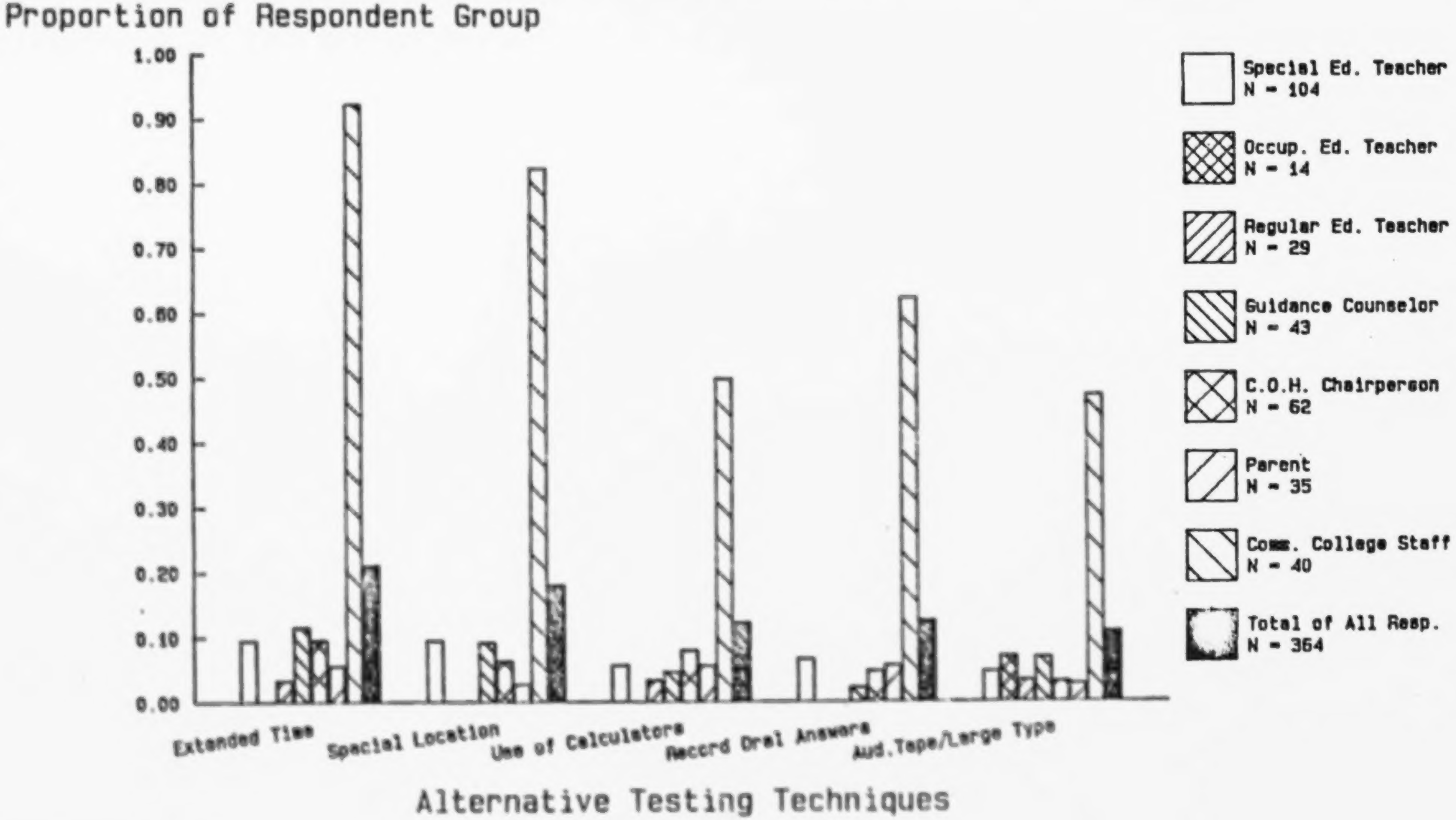
Respondents ranked three choices.
A "1" scored 3 points, a "2" scored 2 points,
and a "3" scored 1 point.

Alternative Testing Techniques Most Often Provided in High School for Students with Learning Disabilities



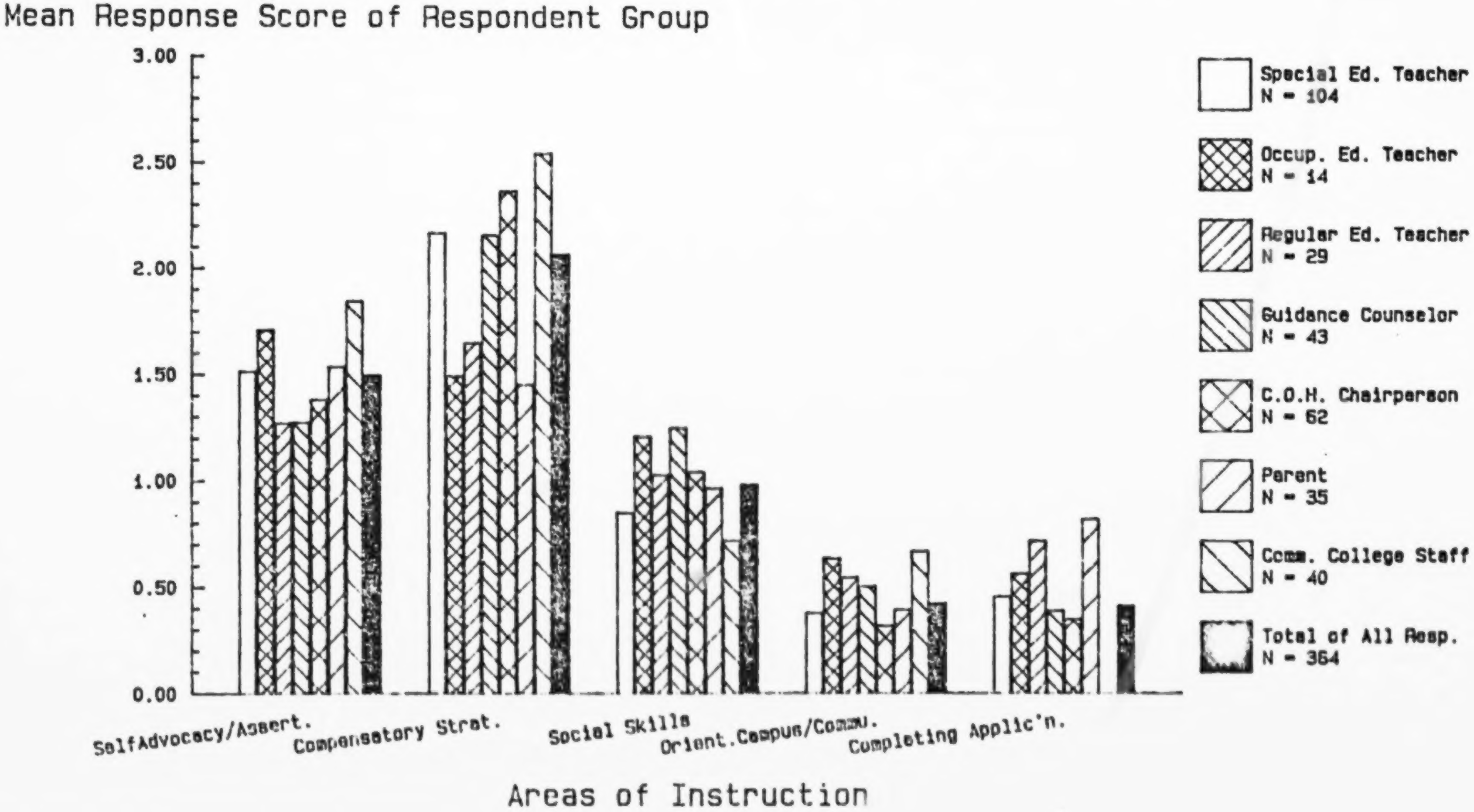
Respondents chose all that were applicable.

Alternative Testing Techniques
Most Often Provided in Community College
for Students with Learning Disabilities



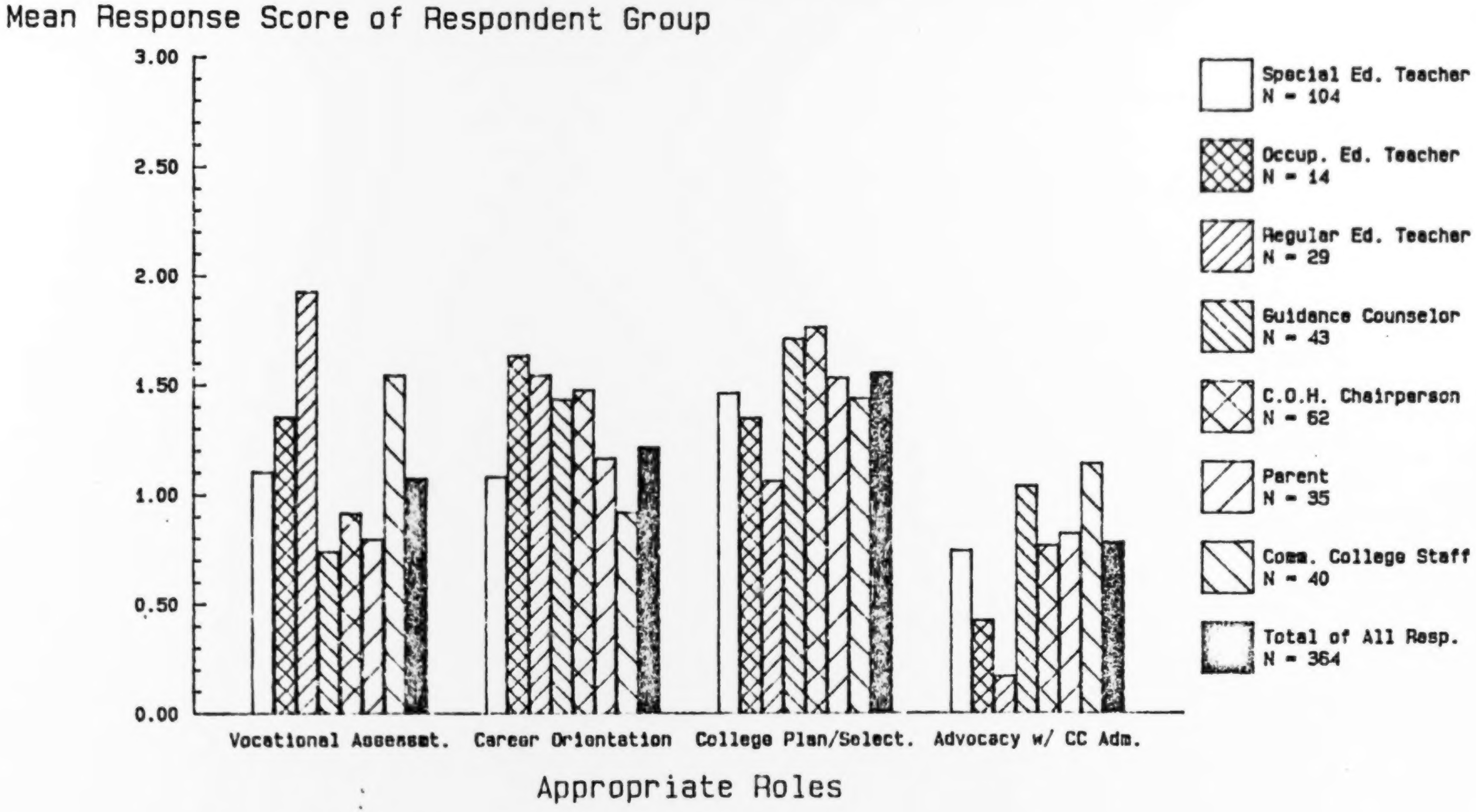
Respondents chose all that were applicable.

Instructional Areas Considered Most Needed in Preparing the Student with Learning Disabilities for Community College



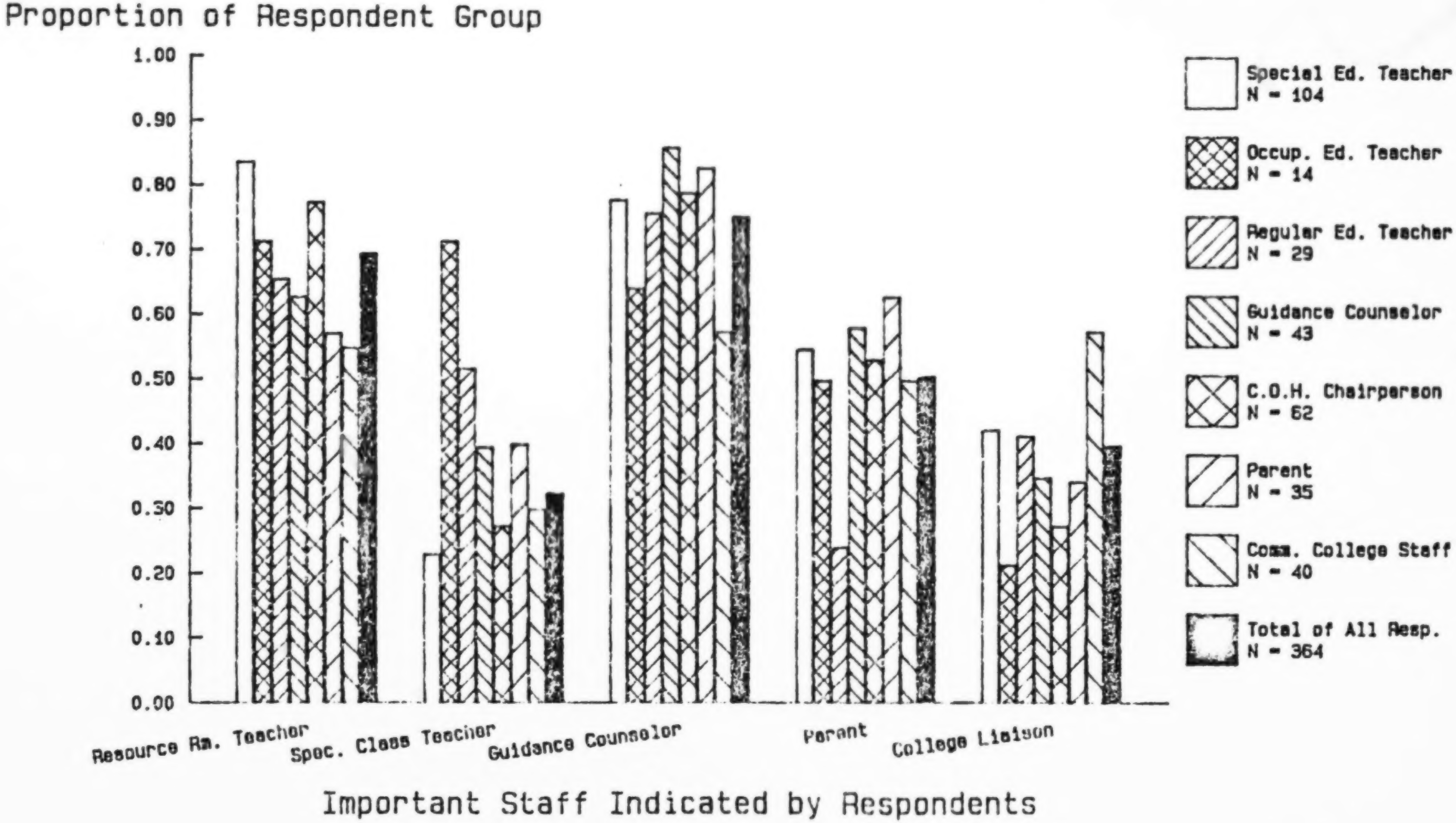
Respondents ranked three choices.
A "1" scored 3 points, a "2" scored 2 points, and a "3" scored 1 point.

High School Counselor's Role in the Transition of Students with Learning Disabilities to Community College



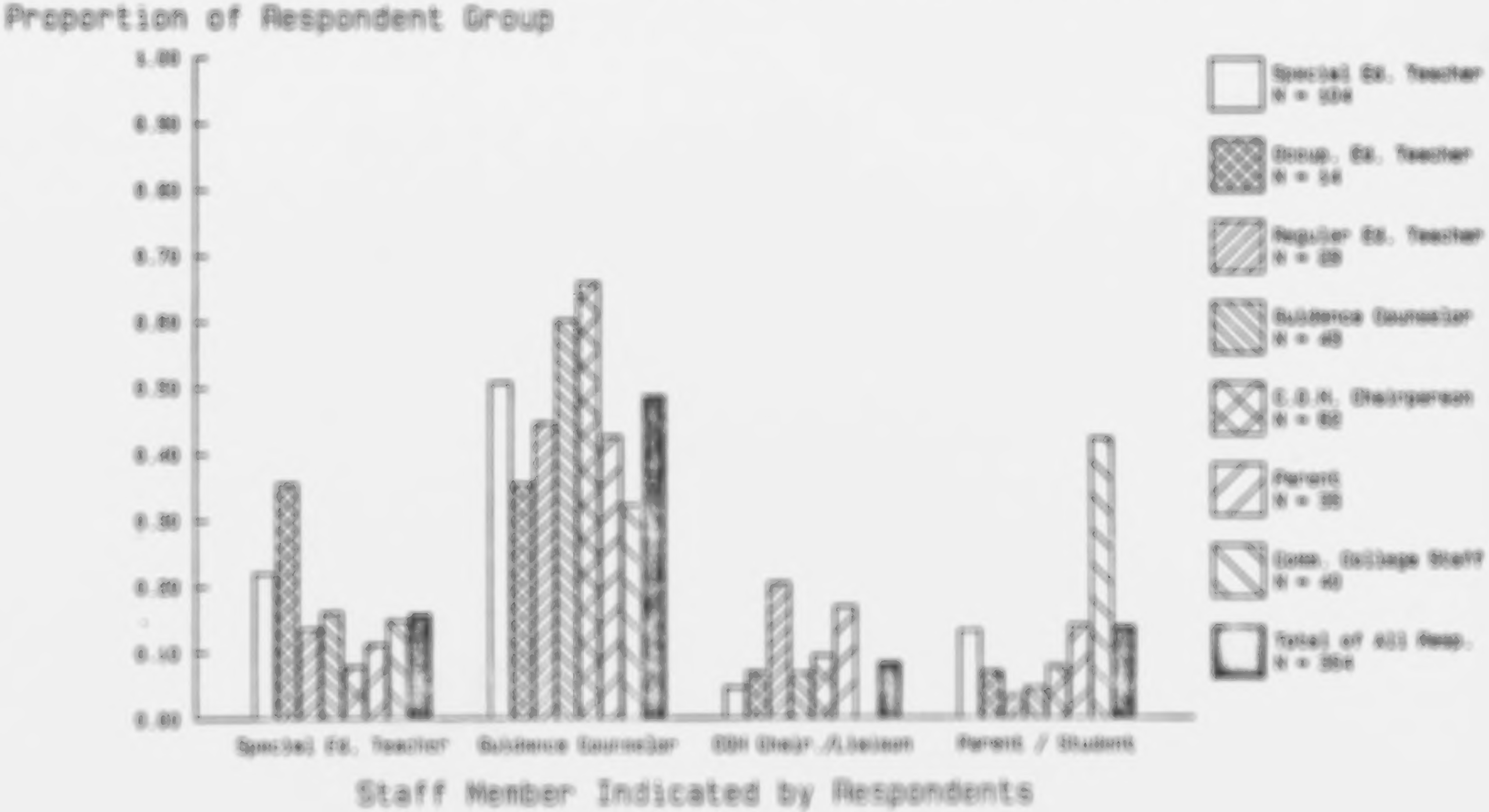
Respondents ranked three choices.
A "1" scored 3 points, a "2" scored 2 points, and a "3" scored 1 point.

Staff to Develop Transition Program from High School to Community College for Students with Learning Disabilities



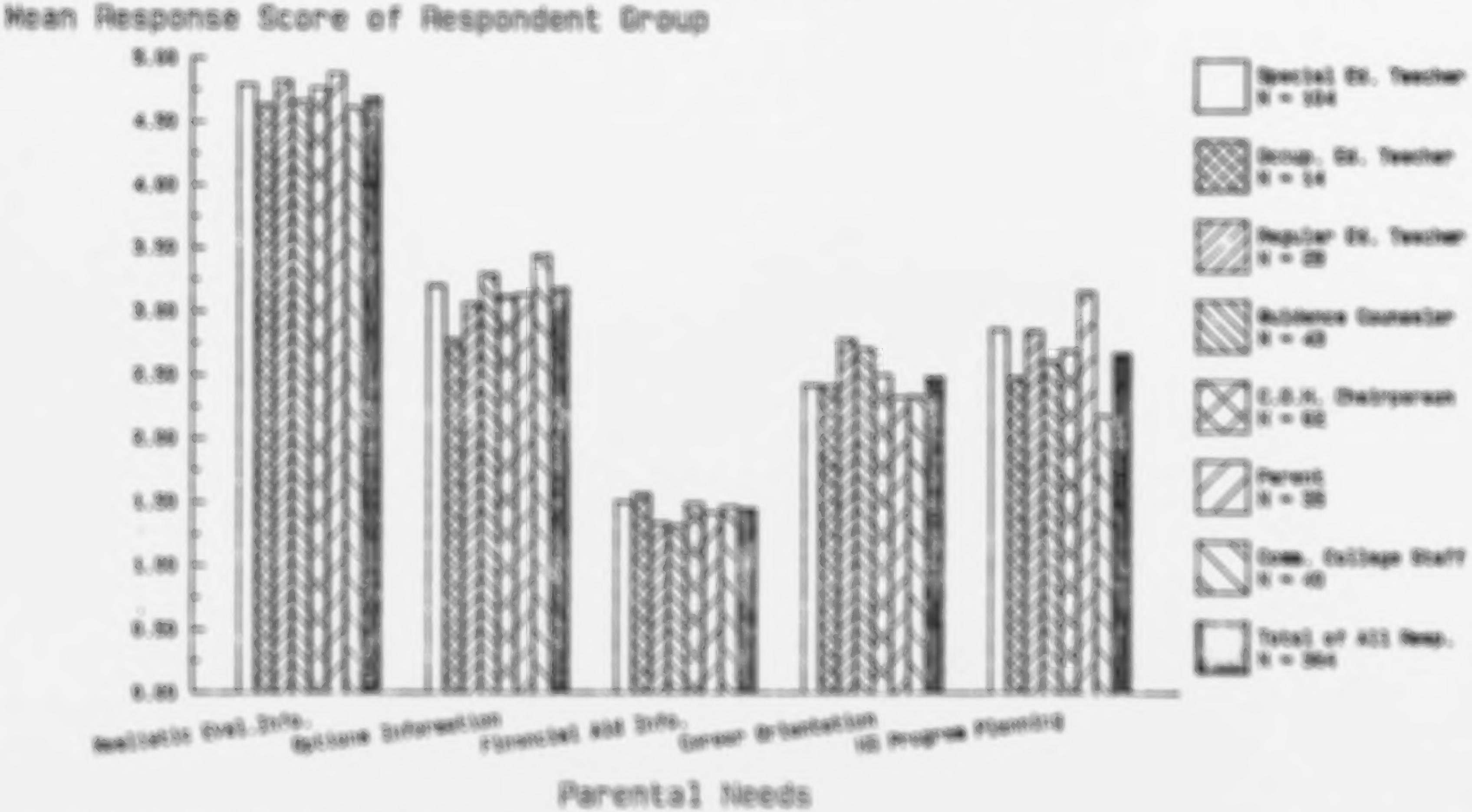
Respondents chose all that were applicable.

Staff Member Who Should Be Responsible for Communicating Information to Comm. College about Students with Learning Disabilities



Respondents chose one staff title.

Parental Needs to Aid in the Transition of Students with Learning Disabilities to Community College Programs



Respondents rank ordered the five choices.
"1" scored 5 points, "2" scored 4, "3" scored 3,
"4" scored 2, and "5" scored 1 point.

APPENDIX C - Cooperative Model

Cooperative Model for Assisting Learning Disabled Students Transition to Post-Secondary Programs Through Cooperative Planning at the Secondary Level

A statewide needs assessment was sent to a random sample of individuals from several constituency groups including occupational, regular and special education teachers, vocational rehabilitation counselors, guidance counselors and, committee on special education chairpersons and parent members to determine their impression of the specific needs of students with learning disabilities as they transition to a post-secondary program. Based upon their responses, a cooperative model was developed to strengthen the secondary program and help the student with learning disabilities to successfully transition to community college. This model will be implemented at two community college sites and the high schools in their respective region.

The model addresses the following goals and objectives:

Program Goals:

- o Coordinate and integrate social and academic skill areas and compensatory strategies within the secondary curricula to facilitate success by the student with learning disabilities at the post-secondary level.
- o Provide equal access to and appropriate participation in college programs for the student with learning disabilities.

Objectives:

- o Provide curricular assistance at the secondary and post-secondary level to enable the student with learning disabilities to achieve success in the community college setting.
- o Initiate and expand school and community resources to assist the student with learning disabilities in the transition to the community college.
- o Identify the role of secondary and post-secondary personnel and parents and coordinate their participation in the transition process.
- o Coordinate the sharing of information and services between the local education agency and the community college.

The Cooperative Model:

The model identifies the role of special education, occupational education, vocational rehabilitation and higher education personnel, students and parents at four important steps in the transition of a student with learning disabilities from the secondary to the post-secondary educational program.

Step 1 - The Presecondary Program (6th - 8th Grade)

Students with learning disabilities pursuing academic courses leading to a diploma and possible entrance into a post-secondary institution are identified by the Committee on Special Education (CSE) in cooperation with the special education teacher and guidance counselor. The guidance counselor should be instrumental in assisting students to review skills and interests as they select an appropriate instructional program. After the guidance counselor meets with the prospective student to discuss secondary options, this information is used to plan the IEP to ensure an appropriate instructional program to prepare a student for post-secondary requirements. To enhance this program, instructional skills modules should be included as part of the student's regular curricula. Skills taught within the instructional skills module should include study skills, outlining, testtaking, notetaking, research, communication/self advocacy and other compensatory strategies, as well as social skills. In addition, the guidance counselor should help the students in the transition to the secondary program by conducting vocational assessments, providing information on diploma and sequence options, and career orientation.

Step 2 - Secondary Programs (9-12)

This stage is the actual preparation of students for entrance into a post-secondary program. Systematic planning and communication among local coordinating personnel who work with the student at this level is critical. The special student coordinator at the community college, outside agencies and parents should be included in this effort. The guidance counselor may be the ideal team leader to coordinate this process.

By ninth grade, students should begin planning their academic program in preparation for college. This should include career counseling to determine a student's interests and abilities and selection of those career options which are possible based upon these interests and abilities. Vocational rehabilitation counselors should assist with the development of an appropriate program at this level, where appropriate.

Career planning and the academic evaluation can be used to develop the student's IEP goals and objectives. These goals and objectives can include basic skills such as notetaking, research, testtaking, etc. which can be provided as part of the regular class curricula and supplemented in the resource room program. Instructional skills modules on each of the specific skill areas will help the regular and special education teachers to coordinate this effort. In a small group or one-to-one, the resource room teacher can provide learning strategies for the students to use which will enable them to participate in both the secondary and college program.

During this time, the student with learning disabilities should also begin preparing for the application process for college including:

o taking the ACT/SAT.

o visiting colleges and meeting with the coordinator of the special student services office.

- requesting letters of recommendations from high school teachers.
- completing the college application interview.
- determining availability of financial assistance.

The guidance counselor should help the student and parents with these activities.

The guidance counselor can ensure that information is shared between the special, regular, and occupational education teachers so that they are aware of the student's needs. He/she can work with OVR and other outside agencies such as JTPA and PIC to provide assistance with vocational evaluations and planning. The parents should be involved, since they can work in cooperation with the guidance counselor and student throughout the secondary program. Also, the guidance counselor can work with the college liaison to determine the availability of program options and requirements and support services for students. This coordination will help the college to prepare programs which will meet the needs of the prospective students with learning disabilities. In addition, the local staff can develop programs to provide basic skill training to help these students meet the college requirements.

Step 3 - Transition

The transition step is actually an integral part of the process of moving successfully from one program to the next. The local coordinating personnel should develop a structure for linking programs and information between the high school and the community college.

Planning and the coordination of activities need to be accomplished in several areas. It could include the range of program options available to assist a student while still in high school, such as:

- an orientation program,
- a college prep program for credit,
- acquire flexible credit, e.g., take college course while attending high school,
- internships, and
- faculty or peer mentors.

At the college level, the coordinator of special student services can begin activities which will assist with the student's transition including the following:

- Establish a policy on nondiscrimination and academic accommodation.
- Select and develop a program option to assist students - remedial, developmental or accommodation program.

- Develop a plan for sharing student based instructional skills modules which were used at the secondary level.
- Establish a working relationship between the admission office and the special student services office.
- Establish linkages with faculty chairpersons to ensure that appropriate modifications/accommodations are made for students.
- Provide academic advisement to students.
- Develop a central file for faculty to validate information on students with learning disabilities.
- Develop basic skills program and/or learning labs.

Parental participation is also very important at this time since they are involved with the decision-making, offer support for the student, and provide information to the CSE regarding program development. An orientation session should be provided for parents regarding college options, available support services, financial assistance, high school and college programs, and skills necessary for success in college.

Step 4 - Community College

The coordination of efforts begun while the student was attending high school must continue at the community college level. The college liaison should continue to assist the student with learning disabilities in several areas. A central office for special student services can assist with the admissions process and registration, conduct student evaluations, provide counseling, and arrange for the use of special equipment and testing techniques. The central office should be responsible for implementing the program option which the college selected, informing the student of the available services, and helping the student to participate in those segments of the program which the student needs based upon his/her evaluation. This office can provide a basic skills program or assistance with self-advocacy skills, if needed. It should also be responsible for providing information and inservice to faculty and staff and conveying information regarding student needs to faculty members. This office should work with students and faculty to ensure that appropriate modifications/accommodations are made as necessary. In addition, the liaison should work with community representatives to determine employment possibilities in the area, in order to offer advisement to students in this regard.

Overall Program Components:

There are program components which are integral to the implementation of the total model. These include inservice training of staff, the development of instructional skills modules, the teaching of learning strategies to the college-bound student with learning disabilities and an advisory council.

Inservice Training

All teachers and staff who work with students with learning disabilities should receive inservice training in:

- Awareness of and sensitivity to the needs of students with learning disabilities.
- Classroom strategies for working with students with learning disabilities.
- Prerequisite courses and skills which students with learning disabilities need to enroll in a college program.

The inservice training should include information on the model and suggestions for implementing this information within the model.

Instructional Skills Modules

Instructional skills modules should be developed and introduced which can be taught separately or integrated into the regular curricula. The modules should address basic skills, such as notetaking, research, test-taking and outlining; compensatory skills; social skills; and self-advocacy. These skills can be incorporated into regular class activities or taught in the resource room at the presecondary and secondary levels. At the college level, a student with learning disabilities could receive this instruction in a learning lab or basic skills class.

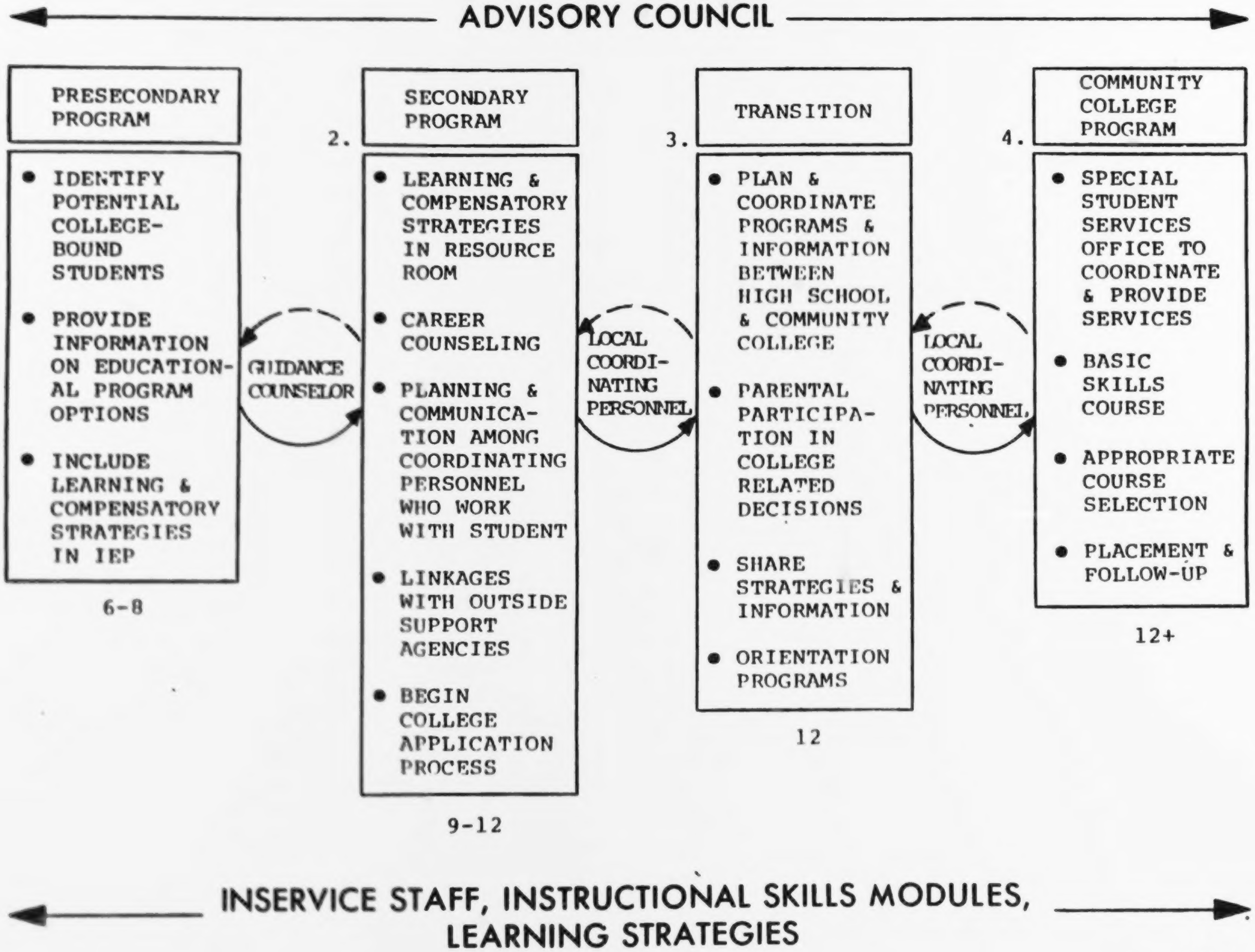
Learning Strategies

Students with learning disabilities need to be taught learning strategies based upon their individual needs. For instance, a student who has difficulty organizing information may need some suggestions for developing an outline or highlighting the important points in a text. The strategies are based upon the student's needs and can be taught in the resource room and reinforced in the regular class.

Advisory Council

A statewide advisory council composed of representatives from the various constituency groups have developed the cooperative model based upon the needs assessment results and will review the project activities at the end of the first year to recommend modification, if necessary.

COOPERATIVE MODEL FOR ASSISTING LEARNING DISABLED STUDENTS TRANSITION TO POST-SECONDARY PROGRAMS



ADVISORY COUNCIL

1. PRESECONDARY PROGRAM

- IDENTIFY POTENTIAL COLLEGE-BOUND STUDENTS
- PROVIDE INFORMATION ON EDUCATIONAL PROGRAM OPTIONS
- INCLUDE LEARNING & COMPENSATORY STRATEGIES IN IEP

6-8

GUIDANCE COUNSELOR

2. SECONDARY PROGRAM

- LEARNING & COMPENSATORY STRATEGIES IN RESOURCE ROOM
- CAREER COUNSELING
- PLANNING & COMMUNICATION AMONG COORDINATING PERSONNEL WHO WORK WITH STUDENT
- LINKAGES WITH OUTSIDE SUPPORT AGENCIES
- BEGIN COLLEGE APPLICATION PROCESS

9-12

LOCAL COORDINATING PERSONNEL

3. TRANSITION

- PLAN & COORDINATE PROGRAMS & INFORMATION BETWEEN HIGH SCHOOL & COMMUNITY COLLEGE
- PARENTAL PARTICIPATION IN COLLEGE RELATED DECISIONS
- SHARE STRATEGIES & INFORMATION
- ORIENTATION PROGRAMS

12

LOCAL COORDINATING PERSONNEL

4. COMMUNITY COLLEGE PROGRAM

- SPECIAL STUDENT SERVICES OFFICE TO COORDINATE & PROVIDE SERVICES
- BASIC SKILLS COURSE
- APPROPRIATE COURSE SELECTION
- PLACEMENT & FOLLOW-UP

12+

INSERVICE STAFF, INSTRUCTIONAL SKILLS MODULES, LEARNING STRATEGIES

APPENDIX D - Data Collection Sheets and Summary of Data Analysis

Student Data Sheet

Name: ______________________________

Address: ___________________________
____
____

Parent/Guardian: __________________

Telephone #: ______________________

Age: ______________________________ Classification: ________________

Sex: ______________________________ Number of Years in Special
Education: ______________________

Types of Learning Disabilities:

_____ auditory

_____ visual

_____ motor

_____ kinesthetic

_____ other

Secondary School Program:

_____ regular class program

_____ regular class program with related services

_____ regular class with resource room program

_____ part-time special class program

_____ full-time special class program

Diploma Program:

_____ regents diploma program

_____ local diploma program

_____ IEP diploma program

_____ other, specify

Will the student need a fifth year to complete degree requirements?

_____ Yes

_____ No

Alternative Testing Techniques Used:

_____ extended time limits

_____ special location for administration of the exam

_____ use of calculators

_____ a method for recording oral answers

_____ use of audio cassettes or large print editions of the tests

_____ other

What steps taken to prepare for college?

_____ took ACT/SAT

total score _____

verbal _____

math _____

used alternative testing technique _____

what technique used _____

_____ visited college

_____ met with coordinator of special student services

_____ completed college application

_____ checked on financial assistance

_____ attended college fair

Student's Reactions

Name: ______________________________

Date: ______________________________

# of Times/Week: ___________________

1. As a result of instruction in study skills, do you feel confident in attending college?

I feel that college level work would be too difficult		I'm not sure if I'll be able to do the work in college, but want to attend college		I feel that I am capable of attending college

2. Assignments

I was unable to complete my assignments		I completed assignments		I exceeded my expectations

3. Classwork in the use of Study Skills

Study skills did not help me in other classes		Study skills were of some assistance in other classes		Study skills were helpful with other classes

4. Materials Used for Study Skills

Same materials as used in class previously		Mixture of new and previously used material		New and different material

5. Types of Materials Used for Study Skills

Inappropriate	Appropriate	Excellent

6. Use of Information Presented

Not helpful	Helpful	Useful for completing work in other classes

7. Presentations

Did not understand use of material	Understood use of material	Understood use of material and able to use in other classes

8. Support for Applying to Community College

Did not provide assistance with application process	Supplied information and application	Contacted community college, helped me with application process

9. Expectations for Attending College

Low	I am interested but not counting on acceptance	High

Guidance Counselor Contacts

	ADMISSIONS	STUDENT SERVICES	ACADEMIC STAFF	COUNSELING STUDENT RE: CC	HS ACADEMIC PROGRAM	FINANCIAL AIDE	COLLEGE INFORMATION	FINANCIAL AIDE	HS PROGRAM	STUDENT NEEDS	COLLEGE REQUIREMENTS	STUDENT NEEDS	HS PROGRAM COORDINATION	DWS
1. Number of Contacts														
2. Method of Contact														
a). Telephone														
b). Written														
c). Conference														
3. Nature of Contact														
a). Counseling (Personal)														
b). Program														
c). Counseling (Educational)														

Parent Information Sheet

Name: ______________________________

Address: ___________________________
____
____

Telephone #: _______________________

Child in Program: __________________

Expectations for Child:

_____ receive high school diploma

_____ employment

_____ attend college

_____ receive vocational training after high school

_____ other ________________________

Knowledge of Child's Learning Disability:

_____ knowledgeable about specific areas of difficulty

_____ able to help child with these areas of difficulty

_____ able to explain child's areas of difficulty to others in order to seek help for child

Types of Assistance Needed by You as Your Child Applies to College:

_____ college application process

_____ financial assistance

_____ determining child's needs and abilities

_____ other ___________________

Have you applied to the Office of Vocational Rehabilitation (OVR) for services for your child? _____ Yes _____ No. If yes, what type of services does your child qualify to receive? ____

____

Resource Room Teacher Contacts

	ADMINISTRAT'RS	GUIDANCE	OTHER TEACHERS	CC	STUDENTS	PARENTS
1. Number of Contacts						
2. Method of Contact						
a). Telephone						
b). Written						
c). Conference						
3. Nature of Contact						
a) Personal (social or confidential)						
b). Specific Instructional Recommendations						
c). Programs						

Student's Instructional Program

Student Name: ____________________

# of Sessions/Week: ____________

Date: ____________________________

	NOTETAKING	OUTLINING	RESEARCH SKILLS	TAPED TEXTS	TEST TAKING SKILLS	SELF-ADVOCACY SKILLS
1. Frequency of Instruction						
a). Number of times weekly						
2. Method of Instruction						
a). Taught separately						
b). Taught as part of other classwork						
3. Student Progress						
a). Minimal						
b). Satisfactory						
c). Completed as specified on IEP						
4. Transfer of Skill to Other Subjects						
a). Minimal						
b). Satisfactory						
c). Completed as specified on IEP						

Summary of Data Analysis

Data instruments were designed to document information on the project activities. The purpose of the information requested was to collect background information and to determine expectations, availability of services, participant's time commitment and impact of project.

A description of each form and a summary of the analysis of each follows:

Parent Information Sheet

Parents were requested to complete the parent information sheet in January to determine their expectations for their child, knowledge of their child's problem and the types of assistance they may need. According to the information completed, these parents have high expectations for their children as do parents of regular education students. The majority of parents expect their child to receive a high school diploma, go to college and obtain a job.

Most parents are knowledgeable of their child's learning disability, however, only half of the parents felt that they could help their child with this problem. 75% felt capable of explaining their child's learning disability to others in order to seek assistance. The majority of the parents felt that they would like the high school to assist them in determining their child's needs and abilities when applying to college.

65% of the parents felt that they would need financial assistance in order for their child to attend college, while only 35% felt that they would need assistance with the application process. At the beginning of the project, only 20% had sought assistance from OVR.

Student Data Sheet

The teacher completed the student data sheet on each student when they were selected to participate in the project. Information was collected on types of learning disability, secondary program, type of diploma, alternative testing techniques used, and preparation for college.

Fifteen of the 22 students in the project had auditory and/or visual processing disabilities. The other students had a combination of learning disabilities including kinesthetic and motor disabilities.

All students were high school seniors with an average age of 18.2 years. The average number of years in special education was 7.2. There were 15 male and 7 female students.

Sixteen of these students were enrolled in regular class with resource room support, 4 in full-time special class programs and 2 in part-time special class programs. Twelve of the 16 students in regular class were in local diploma programs, 2 were in IEP diploma programs and 2 in Regents diploma programs. The four students in full-time special class were in local diploma programs and the 2 students attending part-time special class programs were in IEP diploma programs. Six students were in need of a fifth year of high school to complete degree requirements.

All of the students accessed alternative testing techniques. The following is a breakdown of the types of techniques used:

extended time limits	16
special location for administration of the exam	15
use of calculators	5
a method of recording oral answers	4
use of audio cassettes or large print editions of the test	3

Those students who had begun to prepare for college had visited a college, completed the application or inquired about financial aid. Once the project started, all of the students completed these steps as well as meeting with the coordinator of disabled student services. Many also took the ACT/SAT examinations.

Student's Instructional Program

Resource room teachers completed student instructional program forms monthly to record the number of lessons taught on a specific intervention skill, the method of instruction, the student's progress, and transfer of the skill taught.

The areas of instruction reported on were notetaking, outlining, research skills, testtaking skills and self-advocacy. The average amount of instruction was 1.7 sessions per week.

The major method of instruction was "taught as part of other classwork." The most successful method of instruction was a combination of "taught separately" and "taught as part of other classwork."

Resource Room Teacher Contacts

Resource room teachers completed a monthly log of the types of contacts that they had with other staff, students, parents, guidance counselors, administrators and the college regarding the student's educational program. The majority of contacts were with the students and the second greatest number of contacts were with other teachers. The majority of contacts were regarding instructional programs and were meetings with the students or other teachers.

Guidance Counselor Contacts

Guidance counselors kept a monthly log of contacts made with or for the students in the project to assist them with the transition process. The log specifically checked the types of contacts made, the transition issues addressed, and the method of contact.

The majority of contacts were related to educational counseling and were handled with meeting with students. The areas of general college information, financial aid and specific information on the participating community college were most often the areas discussed.

Student Reactions

Student participants were asked to react to a set of nine items relating to their program and expectations. Each participant was expected to respond to the same items on a monthly basis. Data from at least one monthly questionnaire were available from 22 students as follows:

District Code	Number of Students
1	3
2	2
3	3
4	1
5	4
6	1
7	1
8	2
9	3
10	1

Most students responded for only one or two months; however, 12 participants completed the questionnaires five or six times. All participants in districts encoded as #3, 4, 5, 8 and 10 had at least five months of repeated measures. These data permitted a repeated measures design to examine changes in pupil responses during the six months of the assessment. Those results are presented below.

Although each of the nine items was unique in the descriptions for responses, all items were scored on a four-point scale with 4.0 as the maximum value, 1.0 as the minimum, and 2.5 as the theoretical median.

The aggregated results for respondents across all months showed the average response to each question to be above the median, as shown in the following table:

Item Number	Mean Response (n=82)
1	3.14
2	2.86
3	3.23
4	2.75
5	2.93
6	3.03
7	2.91
8	2.85
9	3.33

A month-by-month analysis was conducted for those participants who had sufficient monthly data. For seven out of nine items, the average month-six responses was higher than the average month-one response. These trends are shown in the attached charts.

The data in the charts and the means presented below were derived from those pupils who had responded to repeated assessments for at least 5 months. Thus, only districts 3, 4, 5, 8 and 10 are represented in these results.

Item 1: As a result of instruction in study skills, do you feel confident in attending college?

1.0 = I feel that college level work would be too difficult.
2.5 = I'm not sure if I'll be able to do the work in college, but want to attend college.
4.0 = I feel that I am capable of attending college.

month 1 mean = 3.05
month 6 mean = 3.0

Item 2: Assignments

1.0 = I was unable to complete my assignments
2.5 = I completed assignments
4.0 = I exceed my expectations

month 1 mean = 2.7
month 6 mean = 3.2

Item 3: Classwork in the use of study skills

1.0 = Study skills did not help me in other classes
2.5 = Study skills were of some assistance in other classes
4.0 = Study skills were helpful with other classes

month 1 mean = 2.9
month 6 mean = 3.2

Item 4: Materials used for study skills

1.0 = Same materials as used in class previously
2.5 = Mixture of new and previously used material
4.0 = New and different material

month 1 mean = 3.25
month 6 mean = 2.8

(This item demonstrated a sharply declining trend to a mean of 2.45 in month 3 before increasing to almost 3.0 in month 5.)

Item 5: Types of materials used for study skills

1.0 = Inappropriate
2.5 = Appropriate

4.0 = Excellent

month 1 mean = 2.60
month 6 mean = 3.0

Item 6: Use of information presented

1.0 = Not helpful
2.5 = Helpful
4.0 = Useful for completing work in other classes

month 1 mean = 2.45
month 6 mean = 3.15

Item 7: Presentations

1.0 = Did not understand use of material
2.5 = Understood use of material
4.0 = Understood use of material and able to use in other classes

month 1 mean = 2.35
month 6 mean = 3.25

Item 8: Support for applying to Community College

1.0 = Did not provide assistance with application process
2.5 = Supplied information and application
4.0 = Contacted community college, helped me with application process

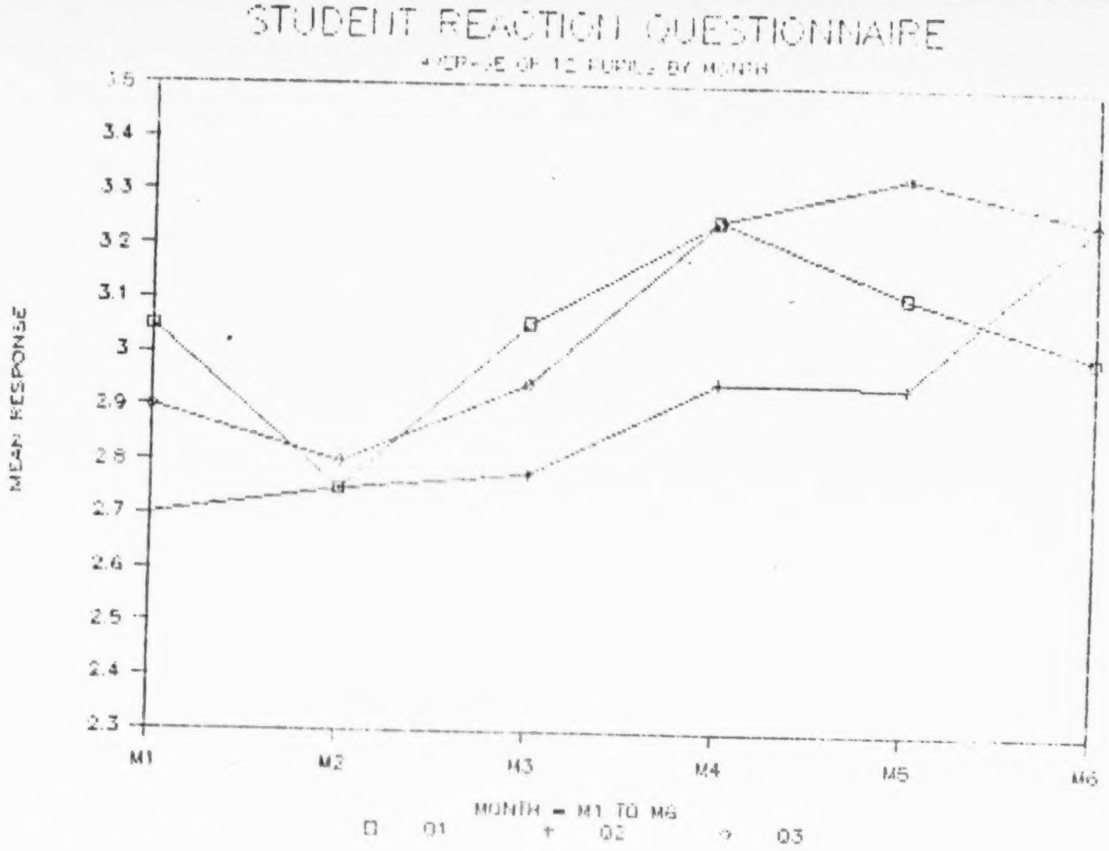
month 1 mean = 3.15
month 6 mean = 3.05

(This item had several "not applicable" replies in months 5 and 6, since application for and/or acceptance to college had been completed.)

Item 9: Expectations for attending college

1.0 = Low
2.5 = I am interested but not counting on acceptance
4.0 = High

month 1 mean = 3.00
month 6 mean = 3.05


STUDENT REACTION QUESTIONNAIRE
AVERAGE OF 12 PUPILS BY MONTH
MEAN RESPONSE
3.5
3.4
3.3
3.2
3.1
3
2.9
2.8
2.7
2.6
2.5
2.4
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M1
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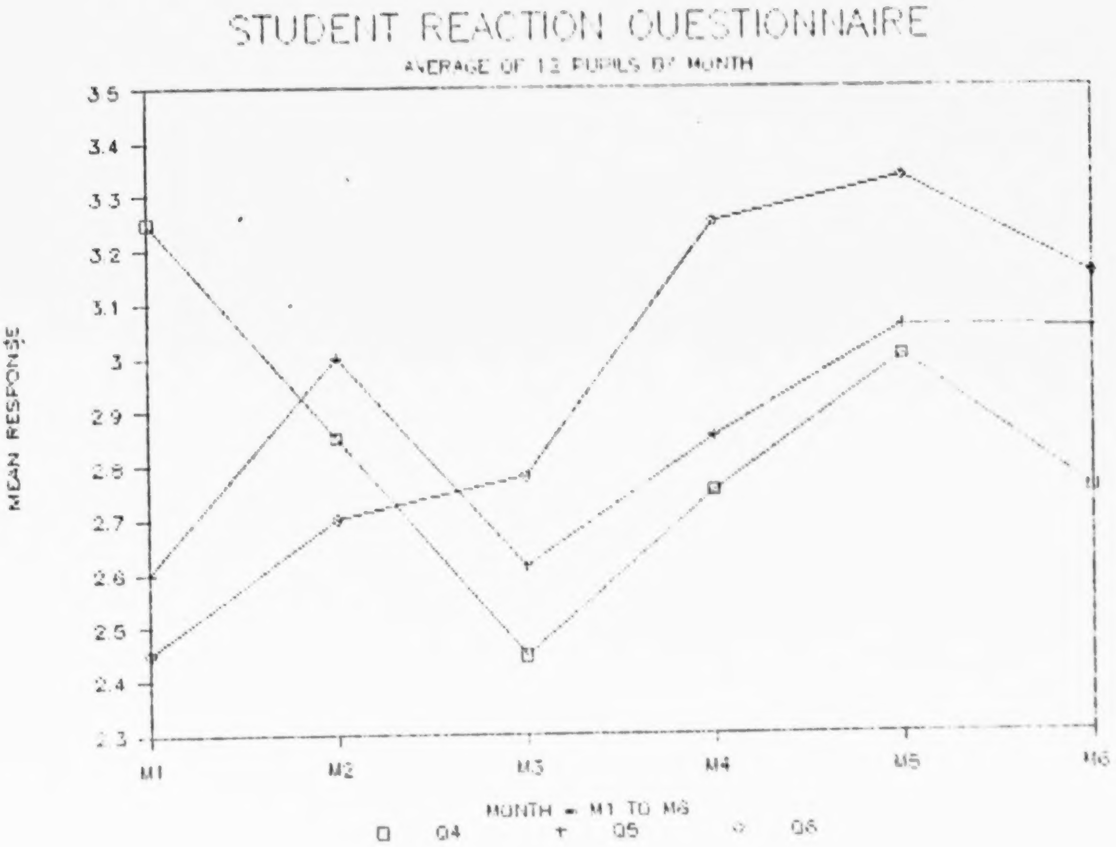
M3
M4
M5
M6
MONTH = M1 TO M6
□ Q1
+ Q2
◇ Q3


STUDENT REACTION QUESTIONNAIRE
AVERAGE OF 12 PUPILS BY MONTH
MEAN RESPONSE
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M1
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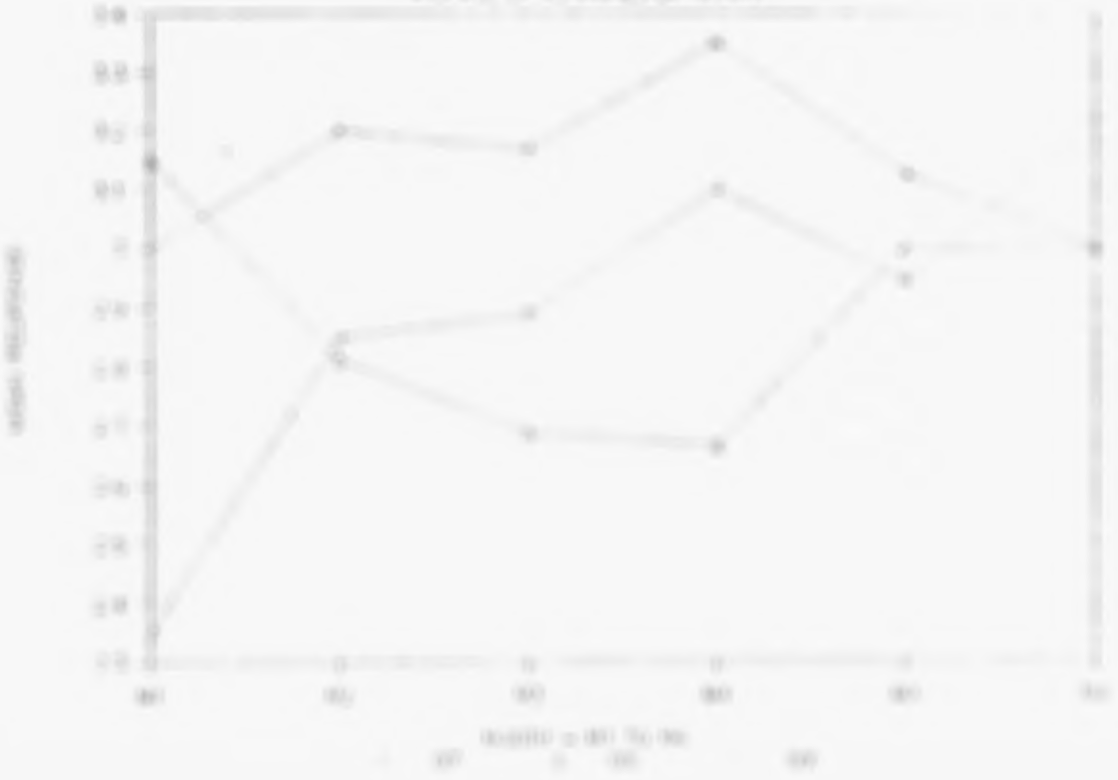
M6
MONTH = M1 TO M6
□ Q4
+ Q5
◇ Q6


STUDENT REACTION QUESTIONNAIRE

APPENDIX E – Training Reports

GOAL	WHO RESPONSIBLE	WHEN ACCOMPLISHED	RESOURCES NEEDED	EVALUATION

Community College Transition Grant
Workshop Evaluation

Direction: Based on your reaction to today's training session. Please circle the number that most closely represents your opinion.

1. To what extent did the training accomplish its purpose?

   Not at all 1_____2_____3____4____5 Fully

   Comments:

2. The information presented was:

   Not applicable 1_____2_____3____4____5 applicable

   Comments:

3. The style of presentation was:

   Not interesting 1_____2_____3____4____5 Interesting

   Comments:

4. Opportunities to ask questions and express ideas were:

   Insufficient 1_____2_____3____4____5 Sufficient

   Comments:

Direction: Please complete the following:

1. What did you like about what you did today?

2. Knowing what you know now, what additional information do you need to know?

3. Is follow-up training necessary before implementing the model? ______
If so, in what areas? ______________________________

Position:
______ resource room teacher
______ parent
______ regular education teacher
______ administrator
______ Other (specify) ______________________________
______ guidance counselor
______ psychologist
______ community college personnel

Training Summary
Community College Transition Grant
October 16, 1986

Trainer: Nancy Lauria
Training Site: Fulton-Montgomery Community College
Number of Participants: 26

A one-day orientation and planning session was provided for participants in the community college transition grant at Fulton-Montgomery Community College on October 16, 1986. Those faculty from the college, staff members from the five high schools in that region, OVR representatives and the regional SETRC trainer who will participate in the project at the FMCC site were present.

The session had two main objectives:

- To provide an overview of grant activities, the results of the needs assessment and the components of the model so that all would have the same information regarding the project.
- To have each district and the college develop a plan for implementing the grant activities for the 1986-87 school year as they relate to a specific district.

The session was held in a meeting room at the student union which was an adequate size for training and furnished with round tables which were appropriate for the small group work planned for the afternoon. Coffee and lunch were provided at one end of the room and provided time for the group to converse and share information.

The following discusses the agenda and any modifications which were made.

Thursday Morning:

A coffee hour and registration preceded the workshop which allowed people from the various districts to talk informally. The session started a few minutes before 9:30 a.m. since all participants had arrived early. All individuals were asked to introduce themselves. I then indicated that the session was informal and requested questions as we proceeded. I reviewed the agenda and training materials as well as the purpose of the session. We followed the order established on the agenda until noon when lunch was served. Participants seemed interested in the information presented and asked many questions about the program as well as special education issues in general. Harold Morrell, the FMCC project coordinator, presented information on the VEA grant which the college received and how it will be implemented in conjunction with the cooperative model. We had an extra ten minute break mid-morning for a fire drill.

Thursday Afternoon:

The afternoon session began at 1:00 p.m. with the section on the LD student and continued as previously planned for the remaining time. The large group session for developing site goals moved slowly, but I had generated a list of possible goals in advance so I made suggestions and requested their comments for establishing this list. Mr. Morrell and I circulated among the small groups to answer questions and provide assistance as necessary. This technique allowed him to take a leading role with the coordination efforts between the college and high schools.

The workshop goals were accomplished and the results of the following evaluations indicate the positive responses to this session.

Comments:

The following are comments in addition to the rating scale for these four questions:

1. To what extent did the training accomplish its purpose?

   - o We stayed on task and accomplished all items on the agenda.
   - o Things are moving.

2. The information presented was:

   - o We needed to know how to transition LD students and information was pertinent.
   - o I think we could have given more to our parents - they need practical things.
   - o Very good.

3. The style of the presentation was:

   - o Lecture style never is exciting - however, presenter did a good job using this style.
   - o Was well presented.
   - o Use of E.T.M. strategy

4. Opportunities to ask questions and express ideas were:

   - o Several people interrupted the presentation with questions and presenter made us feel free to do so.

18b

Community College Transition Grant
October 16, 1986

COMMENTS

1. WHAT DID YOU LIKE ABOUT WHAT YOU DID TODAY?

- I think it is a very good program that is very badly needed. Information presented by FMCC coordinator was very helpful.
- Made me aware of facilities available at FMCC for LD students.
- Working on goals in small groups.
- Information on FMCC program.
- I like being part of the group which aims to establish a much needed program in this area.
- I liked the program.
- My involvement - it's a new project.
- Lunch; speaker; goal directed - Learned about FMCC programs in place.
- Focus; sharing of information.
- Ability to communicate with people from other districts.
- A personal, specific addressing of questions.
- Sounds good for the future of these students.
- Friendly atmosphere - learned more about LD students.
- Personally, I think the model and its implementation was certainly needed and I feel excited about being a part of this task force.
- Accomplishing the workshop's goals.
- Exchange of ideas.
- The information presented.

2. KNOWING WHAT YOU KNOW NOW, WHAT ADDITIONAL INFORMATION DO YOU NEED TO KNOW?

- Why we weren't introduced to this 2 years ago so the program might be more effective.

- I feel that the model as presented is a 4 year model - we have a 1 year grant to implement and measure the process. The evaluation will therefore be inaccurate - you can only measure 1 year of the process - the outcome may not necessarily be the same outcome if you took and followed a student through 4 years of the model.

- What data do you need exactly?

- No comment at this time.

- I can't think of anything.

- None.

- Contingent plan when things do not work out as planned.

- How and if it works.

- What is the college going to do to help and follow the LD students through college.

- None.

- Responsibilities that I need to identify to carry through with the program.

- Ongoing technical assistance as the grant progresses.

3. IS FOLLOW-UP TRAINING NECESSARY BEFORE IMPLEMENTING THE MODEL? IF SO, IN WHAT AREAS?

- No - 6 responses.

- Possibly.

- Teaching strategies - adaptive technique.

- Yes. Specifics.

- Yes. Communication and coordination among personnel who work with students, linkages.

- Yes. Delegate of communication and coordination of services.

- Yes. Coordination with possible colleges, teaching strategies.

	1	2	3	4	5
TO WHAT EXTENT DID THE TRAINING ACCOMPLISH ITS PURPOSE?	0	0	3	7	9
THE INFORMATION PRESENTED WAS	0	0	4	6	9
THE STYLE OF PRESENTATION WAS:	1	0	9	7	2
OPPORTUNITIES TO ASK QUESTIONS AND EXPRESS IDEAS WERE:	0	0	1	2	16

New York State Education Department
Community College Transition Grant
Orientation Workshop
October 16, 1986

Fulton-Montgomery Community College

9:30 a.m. - 10:00 a.m.	Introduction
10:00 a.m. - 11:00 a.m.	Overview of Grant
	Need Assessment Results
11:00 a.m. - 11:15 a.m.	Coffee Break
11:15 a.m. - 12:00 noon	Cooperative Model - Roles of SED, High School, Community College
12:00 noon - 12:30 p.m.	The LD Student - Characteristics and Program Needs
12:30 p.m. - 1:30 p.m.	Lunch
1:30 p.m. - 2:00 p.m.	Develop Site Goals - Large Group
2:00 p.m. - 2:45 p.m.	Develop a Plan of Action - Small Group
2:45 p.m. - 3:00 p.m.	Summary

October 16, 1986 Orientation Session Attendance List

Fulton-Montgomery Community College

Bob Osborne - Vice President
Harold Morrell - Project Coordinator
Dr. Robert Kusek - Dean of Students
V. Pyvadalh - Associate Dean

Amsterdam

Carla Relkin - RR Teacher
John Bower - Guidance
Mrs. Mackie Colangelo - Parent
Holly Dargush - CSE Chair

Broadalbin

Joan Wolfe - RR Teacher
Ed Gaffney - Guidance
Nancy Betz - Parent
Linda Nevulis - CSE Chair

Gloversville

Donald Ashline - Guidance
Jack DeWeese - Principal
Richard Lefebure - CSE Chair
Mrs. Cora Moore - Parent
Mrs. Debra Zabella - RR Teacher

Johnstown

Ann Wellington - Guidance
Bob Schultz - Parent
Jane Sitterly - RR Teacher
Mary Veitch - CSE Chair

Mayfield

Rick White - Guidance and CSE Chair
Shirley Wands - Parent

OVR

Marlene Willette-Guiffre
Tom Guiffre

SETRC

Jackie Swatt

GOAL	WHO RESPONSIBLE	WHEN ACCOMPLISHED	RESOURCES NEEDED	EVALUATION

Community College Transition Grant
Workshop Evaluation

Direction: Based on your reaction to today's training session. Please circle the number that most closely represents your opinion.

1. To what extent did the training accomplish its purpose?

Not at all 1_____2_____3_____4_____5 Fully

Comments:

2. The information presented was:

Not applicable 1_____2_____3_____4_____5 applicable

Comments:

3. The style of presentation was:

Not interesting 1_____2_____3_____4_____5 Interesting

Comments:

4. Opportunities to ask questions and express ideas were:

Insufficient 1_____2_____3_____4_____5 Sufficient

Comments:

Direction: Please complete the following:

1. What did you like about what you did today?

2. Knowing what you know now, what additional information do you need to know?

3. Is follow-up training necessary before implementing the model? _______
If so, in what areas? ____

Position:
_____ resource room teacher
_____ parent
_____ regular education teacher
_____ administrator
_____ Other (specify) ______________________________
_____ guidance counselor
_____ psychologist
_____ community college personnel

Training Summary Report
Community College Transition Grant
October 20, 1986

Trainer: Nancy Lauria
Training Site: Erie Community College
Number of Participants: 29

A one-day orientation and planning session was provided for participants in the community college transition grant at Erie Community College on October 20, 1986. Those faculty from the college, staff members from the five high schools in that region, OVR representatives and a representative from the Erie I BOCES Office of the District Superintendent who will participate in the project at the ECC site were present.

The session had two main objectives:

- To provide an overview of grant activities, the results of the needs assessment and the components of the model so that all would have the same information regarding the project.
- To have each district and the college develop a plan for implementing the grant activities for the 1986-87 school year as they relate to a specific district.

The session was held in a meeting room at the City Campus which was renovated from an old post office building. We were moved from the President's board room to a dining room at the last moment due to other college priorities. The room had a column in the middle and tables could only be arranged in a U-shape around the column. Therefore, the placement of the overhead projector was not ideal for all to see nor for appropriate projection. We also had to leave the room 20 minutes before and after lunch so that college staff could set up and clean up for our lunch. We were originally supposed to have a separate room for lunch so we had to take time from the workshop for this process.

The following discusses the agenda and any modifications which were made.

Monday Morning:

The session started at 9:30 a.m. as planned. All individuals were asked to introduce themselves. I then indicated that the session was informal and requested questions as we proceeded. I reviewed the agenda and training materials as well as the purpose of the session. We followed the agenda until noon when we had to break for an hour and one-half for the process for lunch. When I discussed the model, Kathy Hoffman was able to explain the program currently offered at ECC and how it will be coordinated with the cooperative model.

Monday Afternoon:

The afternoon session began at 1:30 p.m. with the section on the LD student and continued as planned, but each session was shortened by a few minutes. Again, the large group session to establish overall goals moved slowly, but I had generated a list in advance. I made suggestions which the group discussed. Kathy Hoffman and I circulated among the small groups to answer questions and provide assistance as necessary. This technique in conjunction with her presentation allowed her to take a leading role in the coordination efforts between the college and high schools. We could have used additional time to work in the small group activity.

The workshop goals were accomplished and the results of the following evaluations indicated the positive response to this session.

Comments:

The following comments were in addition to a rating scale response on these four questions:

1. To what extent did the training accomplish its purpose?
    - Defined and organized.
    - Tough job handled very well.
    - Now know scope of the grant.
    - As an overview, it was great. Training was primarily lecture. More time could have been devoted to development of plan and goals.
2. The information presented was:
    - Information on services at ECC by K. Hoffman was excellent-overview of grant was good.
    - Tough job handled very well.
3. The style of presentation was:
    - Lecturing was good, however, more hands on development of plans of action in groups.
    - Room did not lend itself to clearly seeing overheads or speaker.
    - Tough job handled very well.
    - Your overhead slides should be photo-reduced. The specific numbers to which the graphs referred should have been identified.
4. Opportunities to ask questions and express ideas were:
    - Very good.
    - Tough job handled very well.

October 20, 1986 Orientation Session Attendance List

Erie Community College

Kathy Hoffman - Coordinator of Special Services
Carolyn Curley - Developmental Studies
Annette Magid - Developmental Studies

Amherst

Mrs. Mary Ellen Cotter - parent
Charles Rybak - RR Teacher
Robert O'Connor - RR Teacher
Gary Runckel - Guidance and CSE Chair
Gerald Cooperman - Psychologist

Buffalo

Sherman Conley - RR Teacher
Helen Nill - Reading Teacher
Judi DeTallo - RR Teacher
Antoinette Rook - Parent
Margie Hendra - Pupil Service Center

Cheektowaga-Sloan

Steven Hartman - RR Teacher, Director of Special Education
Joan Kumor - RR Teacher
Elaine Bartkowiak - CSE Chair
Paul Czosek - RR Teacher
Mrs. Wardak - Parent

Clarence

Penny O'Hara - Director of Special Education, CSE Chair
Betty Harrigan - Guidance Counselor
Martha Manly - Guidance Counselor
Carol Casuccio - RR Teacher
Darlene Harris - Parent

Williamsville

Jane Kauffman - Guidance
Mrs. Kathy Algoe - RR Teacher
Mrs. Carol Joseph - Parent

OVR

Elaine Karlin - Director of Counseling Services
Robert Halady - Counselor

District Superintendent's Office

Ken Freeland - Supervisor Special Education

	1	2	3	4	HIGH 5
TO WHAT EXTENT DID THE TRAINING ACCOMPLISH ITS PURPOSE?	0	0	1	14	11
THE INFORMATION PRESENTED WAS:	0	0	2	8	16
THE STYLE OF PRESENTATION WAS:	0	0	2	12	11
OPPORTUNITIES TO ASK QUESTIONS AND EXPRESS IDEAS WERE:	0	0	0	3	23

Community College Transition Grant
October 20, 1986

COMMENTS

1. WHAT DID YOU LIKE ABOUT WHAT YOU DID TODAY?

- I found it valuable - information on the grant. Discussions surrounding services available at ECC for disabled students.

- That there will be a practical, strategy oriented workshop in December. Articles in packet.

- The presentation made me more aware of the need for early identification of LD students and the need to help in a transition period to the community college level.

- The reality of our model coming to life and the further realization that we are on target in PASS.

- The honest approach to the grant goals and the various support information at the community college level.

- Helped us organize our shared thoughts and goals for LD students.

- Learning more and more.

- The opportunity to hear from some of the people actually instrumental in the development of the model - to hear about some of the intentions and considerations that went into it.

- It was a good initial attempt to discuss postsecondary LD students and awareness of our role.

- To know what is available for the students at ECC and to know contact person.

- Informal atmosphere. Chance to dialogue was good.

- Good lecture, good information sharing.

- More information available than I knew of.

- Focused in on the problem.

- Time for specific planning.

- Update on cooperative model and project very interesting.

- Discuss the realities of college acceptance and programs.

- It seems critical for smooth transition for students with disabilities for there to be dialogue with postsecondary programs and secondary programs. This represented such an opportunity.

- Gaining knowledge of extent of supportive services in college.

- I learned a lot about opportunities available for the LD.

- It gives some definite direction to planning for the LD student with a good exchange of information between all people involved.

- Communicate with own staff and other district staff.

- Information from secondary schools and colleges.

- We actually accomplished something.

2. KNOWING WHAT YOU KNOW NOW, WHAT ADDITIONAL INFORMATION DO YOU NEED TO KNOW?

- What colleges other than ECC have relevant services for LD college-bound students.

- None.

- The actual funding for the grant into what areas at the community college level should be addressed, i.e., inservice training faculty, LD identification, program modification, evaluation, etc.

- What is being done to help train teachers in high schools where LD students are mainstreamed. How can a college instructor relate to a high school teacher the skills and focus of various curricula.

- Don't know of any.

- At present, nothing more. However, I am interested in knowing how the process progresses (i.e., 6 months; one year from now).

- Specifics concerning LD programs in colleges and universities.

- Courses offered and degrees available for the future ECC student. How difficult are these programs academically and what will the probability be of students finishing 2 years of ECC.

- Suggestions for setting up building team and parent involvement.

- Additional information being obtained through school programs.

- What data will be collected? What are we looking for: acceptance to college or success at college, or services provided at college?

- Problems connected with project during January - June, 1987.

- More information of the needs of high school students to meet the transitional phase of college.

- More solid approaches to strategies and suggestions.

- Project strategies with direct implementation.

- The mechanics of the program.

- Names of colleges that have reputable programs for LD students.

3. IS FOLLOW-UP TRAINING NECESSARY BEFORE IMPLEMENTING THE MODEL? IF SO, IN WHAT AREAS?

- Yes. Let's make sure our model is acceptable - then it would be beneficial to know how others are progressing - and exchange ideas.

- Inservice with teachers.

- Yes - 4 responses.

- Maybe.

- Yes. Review of models and teaching strategies.

- Uncertain. N/A to OVR as is part of the model, then needs to be ongoing contact between students and families and service providers. Training at later date might involve sharing of approaches and experiences.

- Yes. Strategies, specifics expected to be accomplished in timeframe January - June.

- Strategies and transitional skills.

- No. - 3 responses

- Specific strategies.

- From OVR standpoint, no additional training needed at this time.

- Yes. More contact between college and high school.

- Learning strategies.

- Yes. Counselors, faculty, resource personnel (teacher assistants).

- Only December session described.

New York State Education Department
Community College Transition Grant
Orientation Workshop
October 20, 1986

Erie Community College

9:30 a.m. - 10:00 a.m.	Introduction
10:00 a.m. - 11:00 a.m.	Overview of Grant
	Need Assessment Results
11:00 a.m. - 11:15 a.m.	Coffee Break
11:15 a.m. - 12:00 noon	Cooperative Model - Roles of SED, High School, Community College
12:00 noon - 12:30 p.m.	The LD Student - Characteristics and Program Needs
12:30 p.m. - 1:30 p.m.	Lunch
1:30 p.m. - 2:00 p.m.	Develop Site Goals - Large Group
2:00 p.m. - 2:45 p.m.	Develop a Plan of Action - Small Group
2:45 p.m. - 3:00 p.m.	Summary

Training Summary
Community College Transition Grant
December 9, 1986

Trainers: Nancy Lauria, Judi DiTallo, Dr. John Anastasio

Training Site: Erie Community College

Number of Participants: 25

A one-day training session on specific study skills for secondary students with learning disabilities was presented to participants in the community college transition grant at Erie Community College on December 9, 1986. In attendance were faculty from the college, staff members from the five high schools in that region, OVR representatives and a representative from the Erie I BOCES Office of the District Superintendent who will be providing services to students with learning disabilities. The purpose of the session was to provide teachers and service providers with examples of specific study skills to help secondary students with learning disabilities who plan to attend college. They are then supposed to teach these skills to their students.

The session was held in a classroom at the North Campus which was adequate for the type of activities planned. Lunch was provided in a separate room and was timely, allowing the group to discuss activities to that point and to raise questions about the afternoon session.

The following discusses the agenda and any modifications which were made:

Tuesday Morning:

The session started at 9:00 a.m. as planned. I reviewed the agenda and training materials, the purpose of the session and introduced the workshop leaders. I then took a few minutes to explain that this grant is a demonstration project and we therefore must collect data regarding participation by individuals for replication purposes as an introduction to the data collection forms which I shared with the group. The group then viewed the film, "Strengths and Weaknesses" in which college students with learning disabilities shared their experiences. Judi DiTallo, resource room teacher for Buffalo City Schools, addressed the teaching of social skills and interviewing skills in a resource room situation from 10:00 a.m. to 11:00 a.m. From 11:00 a.m. to 12:00 noon, Dr. John Anastasio, a private consultant, began his workshop session on study skills. He spoke on motivation and goal setting and the Cornell Method of notetaking. We then broke for lunch.

Tuesday Afternoon:

I met with Dr. Anastasio at lunch time to discuss issues raised by participants and to make some suggestions regarding his presentation. In the afternoon, he presented suggestions on notetaking, outlining the text, testtaking and researching a paper. I then met with the consultant to discuss changes in format and presentation for the next workshop at Fulton-Montgomery Community College.

The workshop goal was accomplished, but little time was made available for group participation and questions. The results of the following evaluations indicate the dissatisfaction with the style and format of the presentation, but an interest in the topic.

Comments:

The following are comments in addition to the rating scale for those four questions:

1. To what extent did the training accomplish its purpose?

   - Needed to have speakers whose experience is more closely related to our program. Also need more connection to college programs.

   - If the goal and success of the project is to prepare LD students for college by way of study skills, then specific study skills need to be addressed. Those that have been tried and tested in LD classrooms.

   - Most of the material presented is what I as an instructor continuously employ in my classroom. How does this relate to college high school liaison grant?

2. The information presented was:

   - The presentation did not seem to be geared for students (including returning adults) who have specific learning difficulties.

   - Depends on the goals of the project.

   - Seemed like we were provided too many general ideas. Needed specific goals for the program, not how to better teach. Need more realistic goals.

   - More depth for educators. Needed more organization - jumped around, didn't finish subject, then needed to return to a particular subject.

3. The style of presentation was:

   - The presentation was geared for student teachers, not for master teachers. The lecturer seemed unaware of the audience to whom he was presenting his material. Much of the information seemed as if it were presented for commercial purposes - Buy the course! Buy these books.

   - Should have been small groups - more hands on experience would have been more interesting and productive.

- Too repetitive at times. A bit scattered in presentation.

4. Opportunities to ask questions and express ideas were:

   - There was no need to respond or question someone who feels that a clincher sentence at the beginning of an essay settles the question of the student's knowledge of the subject without reading the entire essay.

   - Need to ask more about program.

   - Not sure if appropriate at this session.

Community College Transition Grant
December 9, 1986

Comments

1. What did you like about what you did today?

   - o Good concrete information - resources.
   - o The presentations were pertinent and informative. This has been my 19th year in special education. NYS has never attempted to be specific in defining resource room curriculum. If this is a trend, so be it, but lets state New York Education Department's intent.
   - o Handouts, suggestions.
   - o Refreshing and fun - came away with some practical ideas for kids to use to achieve success in class and on test.
   - o Focus of workshop. Concrete suggestions. Handouts - facilitates implementing ideas and sharing with colleagues.
   - o Opportunity to share with other districts and professionals in the field.
   - o The opportunity to recall skills needed to be taught. The materials made available. The new techniques for teaching. The opportunity to discuss with others.
   - o Everything.
   - o Reviewed a lot of information I already knew. Introduced some concepts I will use in the future.
   - o Presented new ideas and ways of organizing self. Good outline and handouts. Excellent presentation of affective domain and socialization.
   - o Today's approach to guiding students toward functioning in society.
   - o Study skills in general. Becoming test wise.
   - o There were very valuable ideas which I can use i.e., testtaking, goal setting, "keynote" had some excellent ideas - but I would like to hear someone who actually applied this to see if it works.
   - o Knowledge gained to help service my resource room students better.
   - o Buffalo teachers - questions and answers - information - Nancy.
   - o Film would be excellent for classroom teachers to see.

2. Knowing what you know now, what additional information do you need to know?

   - o Knowing process, researched strategies, official state policy is nice and helpful. This information should work with most students but some students are seldom impressed by such attempts. New York State dropout rate is at 30% and increasing. What can motivate the student who has given up on the education process?
   - o More specifics on college programs.
   - o More information on motivating a student to take notes (especially when he has great difficulty in spelling, reading and writing). A recorder is a good idea, but I question whether he would take notes from a recorder.
   - o Resources found most successful with LD students. Techniques

which are effective with LD students.

- How are you going to get teachers outside special education which are involved in the LD student's education accepting the special needs of the students.
- Techniques to help students. Generalize information; choose main topic and subtopics.
- More specific research on test reactions, motivation. Presentation of study skills was initially disjointed but moved into more specific areas and information.
- A sharing session after a trial period would be helpful.
- Specific techniques (study skills) to be used with LD children.
- How to be successful implementing this in my resource room. How does this apply to community college. How do I work with ECC now?
- Study skills program is definitely needed but time is a real problem because of all academic material that has to be covered in resource room. A good skills program to implement with students who are at 4-7 grade level.

3. Is follow-up training necessary before implementing the model? If so, in what areas?

- Local skill inservice.
- Yes. How to organize with students of varied reading levels.
- Not for college level.
- Yes.
- Yes. Also during the implementation in what works in other classrooms - how to fit it in - more connection with ECC program. More communication with other teachers.
- Time will have to be used to develop study skills in the resource room. Half of a year may not be enough time to do the project justice.
- Training - no; sharing - yes.
- No - 4 responses.
- Return to refine after brainstorming.
- I doubt the training will save dropout. Alternative programs rather than coping skills might be needed.

	LOW 1	2	3	4	HIGH 5
TO WHAT EXTENT DID THE TRAINING ACCOMPLISH ITS PURPOSE?	0	1	4	10	5
THE INFORMATION PRESENTED WAS:	0	2	4	5	9
THE STYLE OF PRESENTATION WAS:	0	1	6	6	7
OPPORTUNITIES TO ASK QUESTIONS AND EXPRESS IDEAS WERE:	0	0	5	6	8

New York State Education Department
Community College Transition Grant
Learning Strategies Workshop
Erie Community College, December 9, 1986

AGENDA

9:00 a.m. - 10:00 a.m. - SED - Introduction

10:00 a.m. - 11:00 a.m. - SETRC Trainer

- Social Skills
- Interviewing
- Alternative Testing Techniques

11:00 a.m. - 12:00 p.m. - Dr. John Anastasio, Consultant

- Listening and Notetaking
- Reading and Using the Textbook (continued)

12:00 p.m. - 1:00 p.m. - LUNCH

1:00 p.m. - 3:00 p.m. - Dr. John Anastasio, Consultant

- Reading and Using the Textbook
- Preparing for and Taking Tests
- Writing a Term Paper

REGISTRATION
12/9/86

NAME	DISTRICT	POSITION
Sherman Conley	Buffalo-Riverside	Coordinator Spec. Ed.
Margie Hendra	Buffalo-Pupil Serv. Ctr.	Ed. Testing
Judi Ditallo	Buffalo-Riverside	RR
Helen Nill	Buffalo-Riverside	Reading Resource
Barbara Peterson	Buffalo-Riverside	Resource Room
Karen McGavern	Buffalo-Riverside	Resource Room
Charlie Rybak	Amherst High School	Resource Room
Carol Casuccio	Clarence High School	Resource Room
Don Nemes	Clarence High School	Resource Room
Steven Hartman	Cheektowaga-Sloan	Resource Room
Bob O'Connor	Amherst High School	Resource Room
Bernie Ozolins	BOCES I - Cheek-Sloan	12-1 Self-contained cl
Paul Czosek	Cheek-Sloan	12-1
Pat Rosinski	ECC	Counselor
Kathy Hoffman	ECC	Coord. Spec. Services
Penny O'Hara	Clarence Central School	Dir. of Spec. Edu.
Elaine T. Bartkowiak	Cheek-Sloan	CSE Chaprperson
Robert Halady	NYS OVR	Supervisor
Jane Kauffman	Williamsville	Guidance Counselor
Kathy Algoe	Williamsville	Resource Room teacher
Carol Joseph	Williamsville	Parent
Annette Magid	ECC	Dev. Coord/English Inst
Joan Kumor	Cheek-Sloan	Resource Room Teacher
Hal Farrell	OVR	Counselor
Linda Wardak	Cheek-Sloan	Parent
William Marecki	OVR	Counselor

Training Summary
Community College Transition Grant
December 11, 1986

Trainers: Nancy Lauria, Dominic Baggetta, Dr. John Anastasio
Training Site: Fulton-Montgomery Community College
Number of Participants: 15

A one-day training session on specific study skills for secondary students with learning disabilities was presented to participants in the community college transition grant at Fulton-Montgomery Community College on December 11, 1986. In attendance were faculty from the college, staff members from the five high schools in that region, an OVR counselor and a SETRC trainer who will be providing services to students with learning disabilities. The purpose of this training session was to provide teachers and service providers with examples of specific study skills to help secondary students with learning disabilities who plan to attend college. They are then supposed to teach these skills to their students.

The session was held in a meeting room at the student union which was an adequate size for training and furnished with round tables which were appropriate for the type of activities planned. Coffee and lunch was provided at one end of the room and provided time for the group to converse and share information.

The following discusses the agenda and any modifications which were made:

Thursday Morning:

The session started at 9:00 a.m. as planned. I reviewed the agenda and training materials, the purpose of the session, and introduced the workshop leaders. I then took a few minutes to explain that this grant is a demonstration project and we therefore must collect data regarding participation by individuals for replication purposes as an introduction to the data collection forms which I shared with the group. The group then viewed the film, "Strengths and Weaknesses" in which college students with learning disabilities shared their experiences. Dominic Baggetta, SETRC training specialist, addressed the teaching of interviewing skills and alternative testing techniques from 10:00 a.m. to 11:00 a.m. in place of Jackie Swatt who was ill. From 11:00 a.m. to 12:00 noon, Dr. John Anastasio, a private consultant, began his workshop session on study skills. He spoke on motivation and goal setting and the Cornell Method of notetaking. He changed his presentation style for this session. He introduced each topic then divided the participants into small groups and had them discuss how they taught these skills. He then had them share with the total group and presented his information on the topic. We then broke for lunch.

Thursday Afternoon:

Dr. Anastasio used the same technique in the afternoon to present information on notetaking, outlining the text, testtaking and researching a paper. The session ended at 3:00 p.m.

The workshop goal was accomplished and participants felt that they had appropriate time to discuss the topic and share information. The results of the following evaluations indicate the group's satisfaction with the workshop.

Comments:

The following are comments in addition to the rating scale for these questions:

1. To what extent did the training accomplish its purpose?

   - Strategies were very helpful.

2. The information presented was:

   - Very suitable for my population.

3. The style of presentation was:

   - Well organized, succinct, helpful handouts, few notes.
   - Very relaxed.

Community College Transition Grant
December 11, 1986

Comments

1. What did you like about what you did today?

   - Met with others in similar situations with similar problems and found ways to work more effectively with my students.
   - Hands-on! Good take home items will help with school and my own children.
   - I feel that I know alot about study strategies and use them in the classroom. I enjoyed hearing about and being refreshed on the strategies.
   - Participant involvement. Variety of activities.
   - Very good presentation for applying study skills at high school level.
   - Groups.
   - Topics included were appropriate and seemed to relate to one another.
   - Its nice - reassuring to know that what I do everyday is on target.
   - I enjoyed Dom's lecture very much. The topics that John did was too long.
   - Getting more information.
   - Was able to discuss the logistics of the program at FMCC. Obtained some helpful ideas on making transition from high school to college easier.

2. Knowing what you know now, what additional information do you need to know?

   - I would be interested in learning more strategies.
   - I feel that I'm doing the correct things in the classroom.
   - Any new more efficient methods for notetaking etc. (although I am not sure there are any.)
   - How do we get students to start and continue these ideas.
   - When the preparation for college should begin. More specifically, what skills would be helpful.

3. Is follow-up training necessary before implementing the model?

   - No. - 5 responses
   - Yes. Teaching principals and teachers.
   - No. The regular classroom teacher needs to be more educated about LD kids and their needs. Progress has been seen but more is needed.
   - I don't think so.

	LOW 1	2	3	4	HIGH 5
TO WHAT EXTEND DID THE TRAINING ACCOMPLISH ITS GOAL?	0	0	1	4	6
THE INFORMATION PRESENTED WAS:	0	0	1	3	7
THE STYLE OF PRESENTATION WAS:	0	0	2	4	5
OPPORTUNITIES TO ASK QUESTIONS AND EXPRESS IDEAS WERE:	6	6	0	3	8

New York State Education Department
Community College Transition Grant
Learning Strategies Workshop
Fulton-Montgomery Community College, December 11, 1986

AGENDA

9:00 a.m. - 10:00 a.m.	-	SED - Introduction
10:00 a.m. - 11:00 a.m.	-	SETRC Trainer Social Skills Interviewing Alternative Testing Techniques
11:00 a.m. - 12:00 p.m.	-	Dr. John Anastasio, Consultant Listening and Notetaking Reading and Using the Textbook (continued)
12:00 p.m. - 1:00 p.m.	-	LUNCH
1:00 p.m. - 3:00 p.m.	-	Dr. John Anastasio, Consultant Reading and Using the Textbook Preparing for and Taking Tests Writing a Term Paper

Fulton-Montgomery Community College
Learning Strategies Training Workshop
December 11, 1986

ATTENDANCE LIST

NAME	SCHOOL DISTRICT	POSITION
Peter Betz	FMCC	A-V Librarian
C. Edward Gaffney	Broadalbin	Director of Guidance
Vivian Woodworth	Broadalbin	BOCES Psychologist
Jane Sitterly	Johnstown	Resource Room Teacher
Ann Wellington	Johnstown	Counselor
Mary Vietch	Johnstown	CSE Chair
Harold Morrell	FMCC	Assistant Professor
Lynne St. Onge	Mayfield	LD/Resource
Dom Baggetta	BOCES	SETRC
Dick Lefebvre	Gloversville	Chair, CSE
Debbie Zabella	Gloversville	LD Resource Room
Carla Belkin	Amseterdam	LD Resource Room
Gerry Wilbur	Amsterdam	School Psychologist
Tom Guiffre	FMCC	OVR Counselor